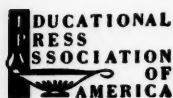


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**1953-54: Learning At Its
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Childhood Education



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Photo by Eva Luoma

**Who has not seen the absorption of a child
and his unwillingness to be disturbed?**

Children's Concepts of Time

WHEN ONE IS VERY YOUNG, CHRISTMASES AND BIRTHDAYS SEEM VERY far away. "Hurry up," and "Wait a little longer," coming from an adult, have little meaning other than being annoying. Who has not seen the total absorption of a child in his task and his unwillingness to be disturbed? And who has not seen the quick darting from one interest to another and the unwillingness to wait until a fixed time arrives?

The better we as adults understand children, their body rhythms, their energy output, their interests and their needs, the better we can help them grow in their concepts of time. Children must learn to live in a world of watches and clocks, and calendars and time schedules. They must learn what is meant by *yesterday*, *today*, and *tomorrow*. They must come to understand the sequence of events and they must learn how best to organize and use these sequences.

Life sets up a framework of time demands. At school and at home there are usually stated times for meals, rest, work, and play. There are usually time allotments for the use of rooms and equipment which are shared by all. This framework, if it is not too rigid, if it is not too demanding, gives stability to a child in his search for meaning.

Life in today's world tends to move at a fast tempo. There are often many stimulating events in a child's day and teachers, too, are often under the pressures of many demands. If there is to be a thoughtful selective quality in the use of time, the day must be characterized by a serenity, a relaxed control in living. The more flexible the child's day and the less it is characterized by pressure the better are children able to meet fixed time schedules. The more children plan with adults how their time is to be spent the better will they be able to use time. It is through the process of thoughtful planning to meet a time demand that adequacy in meeting the demand is built. It is through many and varied educative experiences that have meaning to children that they are able to see life in perspective and to go back in time and place. This logical arrangement of the sequence of events cannot be separated from experience; memorization will not suffice.

THE PROBLEM THEN BECOMES HOW BEST TO PLAN LIVING SO THAT children's concepts of time are respected and how best to help children grow toward maturity with time to learn from that which really educates.—MARION NESBITT, *teacher, Maury School, Richmond, Virginia.*

ADULT-MADE TIME

in which the child must learn to live

The child dwells in a space of un-clocked being; Nor yet conceives our label for it: "Time."

TIME IS MAN CREATED—OF THE IMAGINATION. It cannot be touched, tasted, smelled, heard, handled, or seen. It cannot be played with. (Very mature, indeed, must be the human who can play with time, or else he is audacious.) It is here and now only this instant. Before one can explain it, or ask questions about it, it is gone. Where?

When we are happy, secure, comfortable, it goes quickly. When we are unhappy, tired, afraid, or eagerly waiting for something special to happen, time moves scarcely at all. When we love and are loved there is no time save a peaceful infinity. When we are hated or resented, or filled with hate, time becomes long, slow, interminable with furious, circular movement of boiling rebellion.

Though time moves, we have no way to sense its movement except through a strange device called a "clock" which, in this era, most often seems to have no movement about it, and measures the immeasurable.

For the Child Time Is Now

Small wonder that to the little child time has no meaning. How natural it is that when he begins to try to speak of time he has such difficulty conceiving of yesterday. Time is *Now*. Anything of the immediate past may be "yesterday," "the other day," "the tomorrow." And

tomorrow—the "real" tomorrow—the tomorrow so pressing to adults, so filled with fear and haunted with strain for some adults, is to the little child only "some more," "a nother while."

Anything more remote than a few hours ago cannot be expressed by the very young child because it is difficult to remember and because the element of the past is not to be conceived.

The seven-year-old who has even begun to read a clock may still anxiously struggle when trying to tell of something which happened two days ago, while even an eight-year-old may say, "the day before tomorrow" when he means "day before yesterday."

How, then, can he conceive of Christmas or his birthday except as a long time ago or a long time to wait? And why do we talk and talk at him about when Columbus discovered America and expect him to understand 461 years ago? What good would it do him if he did, when there are so many new, wondrous, fascinating things for the child (who has been in this world so brief a time) to explore, manipulate, experiment with, and marvel at, with every sense quivering? These things are the child's business—not history or time.

Hurry, Hurry, Hurry

Then, there is this "hurry." "Hurry, Jane." "Hurry, dear." "Hurry, we can't wait."

"Why can't we wait?" troubles the bewildered little child as he is snatched from his quiet, relaxed play and literally pulled by one arm at a speed so fast his

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feet can't get in gear. "Hurry" hurts. "Hurry" is to be afraid. And the next association is, "Hurry, the clock says it's time to—" "Hurry, it's time for—" What is time? Why does it always mean hurt? Why can't I go on being happy "because it's time?"

After a few years of this dinning into his early consciousness the child comes to resist—by rebellious tantrum, passive inertia, deafness, scared paralysis, or a fumbling, numb failure of coordination.

What a gracious relief it is, then, when a six or seven discovers a book like Hurd's, *Hurry Hurry* (New York: Wm. Scott, 1947). Why else, but in relief and reaction, do eight-year-olds double up with delighted chortles when they hear Maurice Lesemann's poem, "The Mockingbird" with the line "It's 'hurry, now hurry, now hurry,' the whole day long." (Marjorie Barrows *Two Hundred Best Poems for Boys and Girls*, Whitman, 1930).

What Is Promptness?

Our culture puts a high premium upon meeting schedules promptly. Particularly is this true for teachers and school children. The teacher who is late even once evokes comment. The school child who is allowed to be late once, though it may not be within his control to arrive promptly, is penalized and the school is labeled as failing to teach promptness, which is a very genuine value.

Even today, many are the cruel and unjust punishments heaped upon defenseless children because they arrive at school late. High and permanently searing is the tension within the child who is rushed to school in fear of being tardy.

Is it worth it? What are our values? Could the child avoid being tardy? Do we all, parents and teachers, understand why the child was tardy and what was happening to him?

"Dear Miss Barton," wrote a mother. "Robert goes off early every morning on his pony and fails to get back in time for eight o'clock school. Please talk to him about this for me. Everything that you say is so wonderful to Robert.

"I don't want to say or do anything that will make him dislike school. I know he loves it now and can hardly wait for the next day. But when he loves it so why does he act like this?"

Why? Robert was seven. The pony was new; the year at the spring. Robert was happy. He had no sense of how long is an hour; when is eight o'clock. Moreover, he rode long distances with no watch to tell him when to turn back. Robert's world was limitless. It had no "point of no return." An inexpensive new watch, a few lessons in telling time, some estimates of how long it takes to get breakfast and reach school, of "how many minutes can you ride before turning back"—and the problem was solved happily, lovingly.

Another time, another child. Work period was over. Cleaning-up was finished. Teacher and children had regretfully noted Martin's absence. It had been such a happy morning. Now, at 10:15 the group was gathering for a story before play time, when in walked Martin. At 10:15—the middle of the forenoon!

"Here he is!" exclaimed children.

"Martin, I'm so glad you got here in time for this good story. I was afraid you weren't going to make it!" came the teacher's greeting with a smile.

A broad smile of satisfaction spread over Martin's face as he quickly and silently found a place on the floor with the group. All day he worked as one inspired, though Martin's mental equipment was both low and usually slow. Not until late that afternoon did teacher learn the story when a next-door mother called.

Janice, of the first grade, Martin's neighbor and playmate, had twice had pneumonia that winter and was, this showery spring, slowly recuperating from a severe attack of flu. They lived thirteen blocks from school. This bright, sunny morning Janice had started happily to school—her first day to go back—unprepared for the sudden, heavy rain which drenched her. A few minutes later Martin had found her huddled under a hedge, cold and weeping fearfully. He had coaxed her out and taken her home. Then, seeing how upset she was about not getting to school, he told her mother, "You know I've got that great, big play umbrella and my wagon. I could get those while you put her in dry clothes and a rain coat. Then I could pull her to school and she wouldn't be too tired or get wet at all."

So Martin had pulled her to school in the red wagon under the big umbrella and had seen a happy little girl's reunion with her teacher and group. It had taken half the morning and hard work to do it! Suppose his teacher had greeted him with, "Martin! You're one and one-half hours late! You go right down to the principal's office. She'll teach you how to get here on time!" It has happened!

What is time?—when weighed in the balance against a relapse of flu, the terror of sick coldness, wetness, aloneness, or in relation to successful achievement and a kindly, thoughtful, mature act?

Why, then, can we not "give" the little child time as we give him love and seek to give him understanding? Often for the child, being given time is love and understanding. Is it not for all of us? Isn't that a vital part of acceptance?

How Can We Give Time?

How can we give it—we who have so little of it and who rush around so frantically trying to save it, catch up with it,

hold it back, stop it, and even beat it?

We can give it by first taking it, ourselves.

We can take time to relax, to examine our values, to plan our use of time and "contrariwise" to throw some of it to the four winds in spontaneous and child-like exuberance. We can take time to stop and listen closely to what the child is saying. We can "pause for refreshment"—the refreshment of a short walk, a selection of relaxing music, a chat with a friend, a deep look into the depth of a flower, a deeper look, still, into the eyes of a child.

We can protect the child from having his day too crowded full.

There are many tragic children in our land who have their days so filled with extras (dancing lessons, music lessons, speech lessons, club meetings, scout meetings, and what not—each valuable in itself, no doubt) that they have no time to be children. Many a child has not a single afternoon of his own, to do child-like, unscheduled, undirected things as his nature needs. These children have no childhood. All their time is being filched, stolen from them by adults, to practice, rush, squeeze, push them into being little miniatures of adults—adults who, themselves, race in mad treadmills of scheduled time.

We can consider and acknowledge the importance of timing in a child's life, recognizing that it is vital that there shall be regularity and familiar pattern, most of the time, with a rhythmical alternation of physical activity and relaxation.

We can see to it that his day's living shall happen in a rhythmical flow of activities which is in keeping with his maturity, condition, and needs.

We can sensitively be on guard that things proposed, undertaken, and decided upon shall be done at an auspicious time

as concerns mood, readiness, ability, energy, and appropriateness for the child and the social situation.

We can prepare children for changes of activities which hinge on time by warning, "In ten minutes it will be time to —." "We can have fifteen more minutes to finish;" and by allowing in our planning a few extra minutes where changes are to be made.

We can recognize that the child often needs a longer time to accomplish a given undertaking than does the habituated adult.

We can also recognize that the child needs time for side activities—to stop to pat a dog, to look awhile at a toad, to climb laboriously, but triumphantly, up and down steps time after time. This time allowance he continues to need after he starts to school, every day that he comes to school.

We can knowingly help children develop concepts of time (and develop these without time tensions) by such things as "Mother will be ready to read in an hour." "See, when the little hand gets to— we can . . ." "Ten minutes till we . . ." "Daddy gets home at . . ." We can help them understand words relating to time so that they can add these to their speaking. We can help them watch clock

hands and hour glass with fun. And there is "Once upon a time, when Tommy was a baby, four years ago," and "When mother was a little girl."

We can plan the use of time—plan it more and more with the child as he develops.

If we are taking a little child marketing with us we plan the day so as to allow a much longer time than if we, alone, rushed downtown for food. Then, having planned to allow this time, we relax and enjoy the child's savoring of the experience.

If we are planning children's (and teachers') school day we plan in big pieces of time with related activities flowing rhythmically into one another. With the early elementary child we avoid having many things which must, absolutely must, be done at a certain moment. Children do not thrive on absolutes. (Neither do most adults!)

We can, ourselves, recognize and practice the wisdom of Ecclesiastes:

"To every thing there is a season, and a time to every purpose under the heaven: . . . He hath made everything beautiful in its time." And we are beautiful, the child is beautiful, our living is beautiful, when relaxed, serene, unhurried—when we live well with time.

Time is a river of swift rapids, twists, bends, falls, rocks, and long, calm pools—and the Universe rides in it, against its current, toward its source.—TED PITTENGER.

The school guides a large portion of the child's time between his sixth and twelfth birthdays—time that is pregnant with possibilities for this normal maturation period. What a child does is important.

Children's Time

IT WAS WEDNESDAY EVENING AND Charles was sitting with his mother and father at the dining room table. They were going over some materials he had brought from school. Mr. and Mrs. Dunn intended to go to school the next day for their regular conference with their son's teacher. In preparation for the conference the teacher and Charles had discussed the things they had collected as a record of what Charles had been doing. The teacher suggested that Charles might like to take his folder home so that he could talk about it with his mother and father.

During their discussion Mr. Dunn came across a large picture drawn in crayon.

"Well," he said. "You don't need to tell me what this is. It looks exactly the way our cellar looked when the water softener was being installed."

Charles' face beamed with satisfaction. "At first the teacher was a little cross with me for doing that picture the other morning. But the more we talked about it, the more she seemed to like how I had illustrated the way the softener worked. I got a big kick out of telling the other kids about it."

All the while they were examining the picture Charles had been holding a paper in his hand. He thrust it toward his father. "This is the story I finished since I told you about it. Remember—just after Thanksgiving?"

"Was the teacher pleased?" his mother wanted to know.

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"Well, we had a hard time with it. She thought I ought to be able to finish it faster. But I had to think about it. Sometimes the others would be writing away and I'd just be sitting there, thinking. Then when I got the ending the way I wanted it, I had to ask the teacher to help me with some words and tell me how to make better sentences. I sure didn't want to copy it again. So we had a little trouble about that—I just couldn't see any reason for doing what she wanted me to. 'Course, now I'm glad I fixed it right."

And so the discussion went on.

Earlier the same day Miss White had sat down to make her final notes in preparation for two conferences the next day.

"Charles Dunn!" she thought. "What an interesting boy. He really does make me think."

She remembered the day he had made the picture of the water softener. That was the day she had asked everybody to look in the dictionary for some words from a science pamphlet. She recalled vividly how she had started across the room to talk to Charles, intending to make him put the picture away and get at his work. Right then and there she had stopped. "I'd better find out what Charles thinks he is doing and why," she told herself.

Her thoughts rambled on. He does have such good ideas but he needs some help. But, then, really we all have such different ideas of what we ought to do with our time. Charles didn't think he should copy that story. He thought it was a waste of time.

in School

Are there some things all children should do in school? How can we do all the things we are expected to do and still have time for the other things children want to do? This problem of time! There never is enough of it. How can you be sure you're using it in the best way?

How Can You Be Sure?

Teachers everywhere are concerned with the problem Miss White was thinking about. In so many ways decisions they are called upon to make daily depend upon their concepts of how time ought to be used in school. Parents are concerned with this problem, too. They hear so many things from their own children and from other adults about what children do in school these days. What they hear is very different in some ways from what they did in school and they wonder: do children do the right things with the time they have in school? Even children express feelings on this question. Sometimes they say they are bored; they like to do some things and rebel against doing others; frequently they say they don't see why they have to do certain things. It is very likely that this problem will continue to be present and that it will become even more difficult to solve satisfactorily. There are so many concepts of valuable experiences for children it is difficult to make decisions on what experiences the school shall encourage as worth while for children.

Is Time Used Well?

The selection and organization of learning experiences in any school pro-

gram is an undertaking of grave import. Making decisions on what experiences the school shall provide for children brings into operation the educator's fundamental philosophy of the role of the school in society and his accepted principles relating to human development and the learning process.

Regardless of the philosophical position taken by the teacher and regardless of his utilization of accumulated knowledge in growth and learning processes, the fact remains that the time a teacher has with a group of children is limited. So, from the point of view of the teacher, this time is extremely precious. When it is remembered that almost every child between the ages of six and twelve spends about fifty percent of his life under the direct guidance of the elementary school, how well that time is used becomes more than a theoretical question. In the normal maturation process the years between six and twelve are pregnant with possibilities in many directions. From the point of view of the child, his parents, and the society of which he is a part, what he does with fifty percent of his time during those important years is a question worthy of most serious attention by childhood educators everywhere.

Classroom teachers are aware of the seriousness of the problem. Their sensitivity to the importance of how children use time is the very reason they now search for reasonable answers to such questions as:

- There simply is not enough time in school to meet all the expectations—courses of study, textbooks, administrative controls, supervisory suggestions, grade standards, parent and community pressure, modern theory, children's interests and needs. How can we be sure we are selecting those experiences which are best for children?

- Many children in the group are vitally interested in the change in population in our neighborhood, but should we take time in

school to deal with it? If we do, how much time can we afford to give? How can we accomplish all the other things we have to do if we take time to do this?

- Children should have a share in selecting experiences, in planning, in evaluating. But it takes so much time. We could tell them what to do in much less time. Is it worth while to take the time required to help children participate in planning their experiences?

- How rigid should schedules and activities be? Should we plan specific jobs to be done before school in the morning? What should be expected of children during free time?

- Knowing as much as we do about physical, emotional, intellectual, and social development of children and their need for a great variety of learning experiences, how can we be sure that over a period of time, children are having a balance of activities?

- It is important for children to learn ways of solving problems individually, to be independent in their thinking, and to have the desire to work alone at times, but it is important, too, that children have a chance to learn how to work well with others, both their peers and adults. How much time should we use in each of these ways of working?

Teachers As Facilitators

There are many things teachers can do to arrive at satisfactory answers to such questions. Teachers can be facilitators. They can set the stage. They can provide the environment. They can offer guidance to individuals and groups. They can check the results of their trials and improve their ways of arranging for the use of time in school. In the final analysis, how children use their time in school is a matter to be determined not by the teacher alone. Children themselves play a large part in deciding how they will use their time. In fact, one of the major tasks of the teacher is to help children make increasingly better decisions regarding what they do in school.

Among the more familiar things teachers do to insure wise use of time by children during their school days are:

1. Set up criteria or principles against which to evaluate the scope of learning experiences children are having over a period of time.

Such criteria might include:

- a. Is there adequate variety in types of learning experience? Do children have opportunity to learn through direct experience as well as through vicarious experience? Through verbal activities as well as through non-verbal? Through creative solving of their own problems as well as through understanding how others in the past or in far away places have solved their problems of living?

- b. Is there adequate opportunity for children to work independently as well as to work with others?

- c. Is there adequate balance between passive activities and active enterprises? Between in-school and out-of-school activities? Between directed and non-directed activities?

- d. Is there sufficient flexibility to permit choices to be made by children in the use of time? Are there some periods set aside as free work periods for children?

- e. Are blocks of time planned for given activities of adequate duration to permit children to have a sense of satisfaction and of completion of tasks? Are such blocks of time flexible enough to respond to emerging needs in the situation?

2. Plan cooperatively with children on how they will use their time. Good cooperative planning enhances the chances that

- a. Children will be engaged in learning activities geared to their own purposes and needs.

- b. More adequate provision will be made for individual differences.

- c. Children will carry through activities independently.

- d. Children will be ready and able to evaluate their progress toward goals they understand.

3. Counsel each individual in the identification of his needs, in setting up plans for his learning experiences in terms of these needs, and in evaluating his progress with him continuously. Such individual guidance facilitates each child's having definite tasks to be accomplished and using his time wisely in the completion of tasks.



Courtesy, Denver Public Schools

**There are so many valuable experiences—
which shall the school encourage as worth while?**

Teachers who have sound principles on which to base decisions regarding the use of time in school and who work co-operatively with groups and individuals in planning their use of time have gone a long way toward helping children make good use of the many hours of their lives which they spend under the guidance of the school. It sometimes happens, in spite of the best planning of teachers, that children do not see school nor their activities in school in the same way as do the adults working with them. Are there ways through which we might be more certain of children's concepts of what they are doing from day to day or from one activity to the next in school?

The more children are consciously involved in determining and evaluating how they spend their time in school the better use they will make of their time. In addition to the three suggestions made concerning what teachers are now doing to insure wise use of time in school, a fourth appears to have sufficient merit to recommend it for experimentation by classroom teachers: that children be encouraged to express their concepts of what they are doing and that they be helped to make critical analyses of their activities in terms of their needs.

With young children this fourth suggestion implies that teachers should help individuals talk about what they did in

school today, what they learned, and how they feel about what they did and learned. Very soon "talking about" evolves into analyzing how long it takes to complete given tasks; what tasks remain to be done; how and when these can be accomplished.

A little later, children may begin to share their concepts of what they do in school with others, through brief written reports, perhaps group composed or individually dictated reports at first and then individually composed but simple reports. If young children can be helped in understanding their own learning experiences, the communication between home and school will be improved. When seven-year-old Bill goes home and is asked, "What did you do today?" he will have an intelligent and accurate reply as compared with the child who gets no help on this question and so says, "We played. I ran the fire engine."

As children mature in their use of written symbols, other techniques might be used for the purpose of helping individuals to determine and to evaluate their use of time in school. For example, children nine, ten, and eleven-years-old can be co-researchers with their teachers as they make a joint study on the use of time. Together they can determine criteria to use as a basis for judgment. Cooperatively they can set up a variety of techniques for making individual and group records on what they do and how they feel about it. Sometimes teachers can keep their own records as children keep their own. Interesting revelations are made through comparison of such records.

For one week in an elementary classroom both teacher and children kept detailed records of how time was used. A study of these records helped children and teacher discover their different concepts of what they were doing at certain

times. Analysis of them showed imbalance in the program which both children and teacher were anxious to eliminate when planning their next activities. As the teacher engaged in more study of individual records she was amazed at the insight into behavior of children that she gained. When such records are kept in classroom situations where plans are made cooperatively, they serve as an excellent check on the degree to which plans were good and reasonable and progress was made in accomplishing tasks.

The same might be said for working with individual children in planning their activities and in recording their use of time. One teacher regularly held conferences with each child to plan with him the jobs he had to do and how and when he might work on them. The plans made during such a conference were recorded by both teacher and child. For the child, this record became his guide in making decisions on what he would do when he had a work period or free time. Since he kept a record of what he did during such periods, both he and the teacher had concrete material with which to work as they had their next conference.

Indeed there are many unthought-of and certainly untried ways in which teachers can and should directly involve children in determining and evaluating their use of time in school. As Miss White continues to study her role in guiding Charles and other children and as she deepens her insight into what makes the best experiences for children during their days with her, she will gain more and more confidence that she is able to make wise decisions on the perplexing problems she faces. Charles will be better prepared to discuss his school experiences with his parents and they will feel a sense of being informed and of participating in the whole enterprise—the education of their child.

"Johnny Spends His Day with Us"

Parents and teacher have much to share with each other which will help them work together to understand the child. Phyllis G. Smith is instructor in education, Burriss Laboratory School, Primary Area, Ball State Teachers College, Muncie, Indiana.

THE TEACHER THOUGHTFULLY READ the note that had just been delivered:

My husband and I want you to know how grateful we are for the many opportunities you've given us to share our concerns and anxieties about Johnny. We do realize so well that without the many hours we all have shared with each other in guiding and understanding Johnny's life, we would doubtless have continued aimlessly in different directions, only to complicate further his problems of everyday living. I believe we have him well on the way to becoming a solid, eight-year-old citizen. So, dear teacher, we hope you will be there to stand arm in arm with us when our boy becomes the Jefferson or the Pasteur of his era, because the credit will surely have to go in part to all of us!

The feelings expressed in the note from this parent and the feelings of Johnny's teacher were indeed mutual. In helping Johnny to meet his everyday problems and needs, they each had come to realize the importance and the necessity for understanding and cooperating with one another. Through Johnny's happenings and his frustrations they learned to see that the successful development of a child was a guidance responsibility to be shared between home and school. What happened to Johnny *outside* school hours affected his attitudes and actions *in* school, and the things that happened in school had their influences at home.

Let's Follow Johnny

It was a beautiful, bright day outside, yet Johnny entered the second-grade

room with an "I've-lost-my-last-friend" look. He approached a group of children who were busily working on a jigsaw puzzle. Deliberately he scattered the assembled pieces remarking, "That's ugly; I don't like it." Immediately the amiable atmosphere of the classroom disappeared, only to be replaced by one of disorder, argument, and unhappiness. Later, when Johnny and his teacher chatted about these actions, the only comment he had was, "I just wanted to break it up." He had no apologies; there was no regretfulness. Johnny felt much better after his "explosion," but the teacher was unable to understand the reason for this sudden outburst. What was Johnny trying to show? How could she help him?

On the same beautiful, bright day, only much earlier at Johnny's home, he had awakened and hurried to his mother's room for their morning "playful romp." The fun had been suddenly interrupted with his remark, "Mother, I've got to call Steve. Do you think he'll walk to school with me today? Will Jimmy be with him?" His mother explained that it was still too early to call and that, if he were ready and waiting on the front steps when Steve went past, Johnny could join him. This solution had not been entirely convincing to Johnny. At frequent intervals during his breakfast and as he was dressing he had asked, "Will Steve stop for me?" "May I call now?" or "Do you see Steve?"

Despite this constant concern about his companions, it was not characteristic of Johnny to hurry. He easily became diverted with his toys and books and in his choice of clothes to wear. At last he was ready for school. As he reached the steps, he saw two boys coming out of Steve's doorway. He was on time!

As Steve and Jimmy approached Johnny's house, they suddenly darted across the street, calling as they went, "You can't go with us; we don't want you." Running as fast as they could, the two boys were quickly out of sight.

Tears came to Johnny's eyes as he remembered that only yesterday, when he and Steve had been playing by themselves, he had let Steve play with his new gun and holster set, and they had been such good friends. Now Steve wouldn't walk to school with him. So Johnny ran back into the house. As the time for school was near, his mother, with consoling but hurried words, started Johnny on his way to school alone.

When the teacher and Johnny's parents took time later to recount the events of this morning, the teacher understood why Johnny had scattered the puzzle. She gained a better insight into what the child had been seeking and what his needs were.

Such knowledge of a child's home life and his experiences away from school cannot help but make a difference in the length of a teacher's patience, in his attitudes, in his understanding of the child, and in the techniques he can use to handle the many problems which occur in school living. However, if this sharing of events in a child's life is to be a co-operative project between home and school, teachers cannot be the only benefactors. Parents, too, must realize the additional benefits to them. Can the sharing of a child's school experiences be of value to parents too?

Let's Watch Johnny in School

Johnny came into the classroom and went to sit with the other children on the rug. He was an attentive listener as plans for the afternoon were being discussed and formulated. Johnny wanted a chance to tell his ideas! He had worked very hard in art work time that morning to make a puppet stage from a big cardboard box.

If a group of children would make some puppets from paper sacks, the class could do a play like the one he had seen on a television show the day before.

The other children were immediately excited and enthusiastic. They began to ask: "Where is the stage, Johnny?" "What kind of a play will we have?" "How many puppets will we need?" "I saw a show on TV too!" A group of children was chosen to begin work on Johnny's plans.

As the various committees were ready to start work the school nurse came into the room. Today the nurse had a surprise! That morning when one of the children had told her the many things the class was learning from talks about the basic food groups, she had remembered the cardboard food models in her desk drawer. Could the children find use for them?

Many ideas originated about how these food models might be used. Johnny and his friends who were working on plans for the puppet play were bubbling over with suggestions. "We will use them in the play." "We will have a nurse." "We will have children from Foodland." "The puppet children can learn the basic food groups."

After the children scurried for needed materials, the atmosphere of the classroom became filled with purposeful and interesting activities. Johnny sorted the food models into the proper basic food groups. He had a feeling of accomplish-

ment. He had been a good helper today. His idea had been a good one. The other children liked his suggestions.

Johnny's work and thoughts were later interrupted by a musical chord from the piano. This was a signal to put away work materials and get ready for the physical education period. Johnny reluctantly began to obey the signal. He liked to play the games they learned in physical education period, but why didn't he get chosen to be "it" once in awhile? He'd try putting his glasses in his desk again. Jimmy and Steve had made fun of his glasses. Maybe the children would choose him if he weren't wearing his glasses. Johnny quietly slipped the glasses into his desk. There was a "special" teacher for physical education and she wouldn't remember that he should wear them.

Johnny's solution only complicated matters. Although he did not realize it, the glasses were a necessity for him. Instead of becoming a more adept player, he constantly stumbled and fell over his own feet. Some of the children laughed at him. Blaming Jimmy for his troubles, Johnny shoved him to the floor. As a result Johnny soon found himself sitting on the sidelines. The whole period was a miserable one.

Back in the classroom again, the story hour helped Johnny to feel better about his difficulties. The teacher read a story about a boy with problems very much like his own. At the close of the story, when the children were discussing some of the incidents, Johnny said, "That's just the way I feel when I don't get chosen to be captain in a game."

As Johnny was putting on his coat to leave for home he remembered to get his glasses. With a "good-by" to the teacher, he started for home.

His Parents Needed to Know

Although these experiences of Johnny's afternoon in school appeared to be typical, average situations, knowledge of the incidents would have been helpful at home. Had his parents known of Johnny's problems with his glasses, perhaps they would have been more patient and understanding when a few hours later the child appeared irritable.

At dinner that same evening he amazed his parents by readily joining the "clean-your-plate" club and insisting that they must have all the basic food groups at their meals. What had made Johnny suddenly conscious of proper foods? How could they help him maintain this interest?

After Johnny was safely tucked in bed, he remembered that he'd forgotten to brush his teeth, and readily jumped up to brush them. His mother had tried many times in vain to make this a regular habit. What was the reason for his eagerness toward this responsibility?

It was only through the sharing of these experiences and many other incidents of Johnny's everyday living that his parents and his teacher had been able to proceed with permanent satisfaction toward the same goals.

Regardless of the way they achieved communication with each other, whether by hastily scribbled notes, telephone calls, visits to school, dinners in the home, or chats over a cup of tea, they now realized that the organization of a child's day was a joint responsibility. They had learned, by watching Johnny profit from their cooperative efforts, that parents and teachers need to be consciously aware of the daily happenings in every sphere of a child's life. Only through these cooperative efforts will "Johnny" truly spend his day with all of us.

Camp Living Gives New Insights

School camping provides teachers and children an opportunity for learning about themselves and each other in a 24 hour day relationship. Annabeth Brandle is executive director of Park and Playground Association in St. Louis. Miss Brandle is on leave of absence as a teacher in the St. Louis school system.

"IF ONLY I HAD JOHNNY FOR A LONGER time each day perhaps I would be able to do more for him."

How many times has a teacher made this statement? How many times has he wondered how he might learn more about the children with whom he worked? Often a teacher has felt handicapped because he didn't have an opportunity to really get to know the children in the group.

When teacher and children go school camping many things can happen. In the atmosphere of a camp situation the teacher and pupils have a chance to work, play, and live together twenty-four hours of the day for a whole week.

What happens to a teacher and children during a week of school camping? First let's look at what happened to Johnny Jones in camp. The first day of camp Johnny found himself a member of a group, a small cabin group with whom he was to live for a week. The first thing he found was that he must win for himself the respect of the other members of the group. He had to learn to assume his part of the responsibility of keeping the cabin clean. Johnny soon discovered that some of his classmates, when left on their own, were inclined to shirk at doing their share. It was necessary for everyone to cooperate if the cabin were to be kept clean.

Nobody was there to tell Johnny to

put on his sweater or heavier clothing if it were cool. He had to decide for himself. For the child whose mother lived and breathed for him it was hard at first—but he soon learned how to make decisions.

When the group planned their activities for the day the children learned to reach a group decision which really meant something to them. When they planned a trip they had to decide what food, how much, and how they would carry it. It took a lot of give and take on the part of the youngsters to plan their daily projects so they would have a successful ending.

There were persons in the group that Johnny hadn't paid much attention to in the classroom, and Bob was one of them. Bob, so Johnny thought, was a quiet one who didn't know how to play a good game of ball. But at camp Johnny observed that all the boys looked to Bob when they were out on the trail. He knew so much about the woods and he could identify more birds than any other person. When they cooked meals out in the woods Bob always was able to get the fire started first. Strange he hadn't even bothered to get to know Bob at school. It seemed as if everyone knew each other better after being at camp only one day.

Mary thought it was such fun learning at camp—the trip to the model dairy farm, the geology hikes, the visit with



Courtesy, Public Schools, Austin, Texas

Opportunity for learning about themselves and others in a camp situation.

the ranger—all of these experiences were such exciting ones she knew she would never forget them. As she wrote in her evaluation of camp, "We learned so much while at camp and it was so much fun."

The children gained an appreciation for the people whom they visited during their stay at camp. Now they understood about the life of a farmer. They realized how interdependent the city and rural people are on each other.

But perhaps the biggest thrill the children experienced in living with their teacher was that they saw their teacher as a real person, for in spite of all the changes that have occurred in the teaching profession many children have the idea that the human race is made up of male, female, and school teachers! But they saw their teacher in jeans and shirt—not behind a desk, but right in the midst of them, working and playing with them. The children saw her dirty after they have made a fire and fixed lunch.

Somehow they didn't imagine she ever did get any dirt on her—when they went into a cave to explore she got as dirty and muddy as any of the children. A

healthy respect for the teacher as a person was one of the most satisfying results of a school camp experience for children.

When planning their free time and evening programs the children were left to their own resources. When the children were told before going to camp that there was no radio, no television, and they could take no comic books to camp, many of them said, "What will we do?" "Camp won't be any fun at all."

But they soon found out that planning what they were going to do in the evening was lots of fun. "And just think," said one camper, after a stunt night, "we didn't spend any money, and look at the fun we had." Depending upon themselves for entertainment rather than on some commercialized entertainment made many of the children realize that there were many ways of having a good time. Many of the children came to know themselves as they really are.

And so the children, as they worked and played together in camp, discovered many things about themselves and their classmates, which would have been impossible to learn in the classroom.

Teacher Gets New Insights

What is happening to the teacher of this group during this time at camp? For the first time she is seeing the children as they really are—for you have to live with people before you get to know them. In school, children can put up a good front for six hours in the classroom, but they can't possibly keep that up for twenty-four hours.

We can best show what happens to the teacher by taking specific cases. The teacher sees Harold, whom she knew had a lot of ability but never exerted himself much in the classroom, really come into his own at camp. Released from the ties of a classroom Harold pursued his interest in science—setting up a weather station, making instruments for casting the weather, working long hours in the camp library to find out all about the weather so he could share it with the others. Harold had never exerted himself before nor had he cared to share what he had with others. The teacher sees this miracle unfold during her stay at camp. She knows now that once he has had his latent ability awakened it will be easier to work with him in the class.

Then there is Bob, who came from a home where tension was so great that often the only thing that could be done with Bob when he came to school was to let him alone. The teacher felt that if she could keep Bob away from his home for a period of time perhaps she could convince him that people were interested in him and it did make a difference what happened to him. At camp Bob gradually learned to relax. It was true that in a week's time Bob was not changed too much, but she knew now what the trouble was and could go on from there. Bob told a teacher whom he had later on in school that there was only one time he had really been happy and that was when he was at camp.

The teacher could observe other things with the children. There was a freedom existing in the camp situation which made it so easy to work with the children. It seemed as if a barrier were removed. In the camp situation children and teacher worked together to make camp a pleasant place in which to live.

There was Rodney whom all the children called a "brain"—he lost ground with his classmates because he really proved to be a poor sport in camp life. The teacher knew Rod was having a hard time but she was able to show him that he could earn the respect of his classmates if he would just learn to be a good sport. He would have to learn to put himself in the place of others and carry his share of responsibility. Rod recognized his difficulty and made progress in camp.

She saw developing in her group of youngsters a feeling for one another—a healthy respect for one another—a realization that each one is important in the group and each must give according to his ability.

When the group returned to school the teacher found that her job was much easier. She and the pupils were a closely knit group. They understood each other much better. The pupils had developed a feeling for each other that they did not have before their experience in camp. As one child wrote in her evaluation, "You really get to know your classmates when you live with them."

From a teacher's point of view school camping is hard work but it is one of the most satisfying experiences that a person can have with a group of children.

Good teachers are always seeking ways which will improve their teaching. School camping should be looked upon as another tool which a teacher may use whenever it is practical.

What's the Hurry?

You've heard it before—Americans are always in a hurry! We asked friends who lived in countries outside of the United States but had spent some time here to comment on attitudes toward "time" as they see it in their own country and as they saw it in the United States.

Indonesian Philosophy Demands Composure

One of the most striking things I noticed during my stay in the United States was the rush and bustle everywhere—people seem always to be in a hurry getting places and getting things done.

All the time I was wondering what was the reason of this hurrying, this restlessness? Was it because there are so many people—people in the offices, cars and traffic in the streets—which I'm not used to? (The population of Indonesia is half of that of America's.) Was it because this rushing is a part of American culture? Or was it the people's view of life, their philosophy of life?

Apparently everyone had some things to do, and I envied them for it, knowing that in Indonesia so many are without work.

As time went on and as I began to become absorbed into the life of the country, I myself became tense and had an unrelated feeling; I, too, could not escape from being in a hurry—it seemed infectious. At that moment I could not refrain from thinking of my own people in our country: some of them would be lying on the grass in the sunshine, enjoying the beauty of nature, or others would be calling to their "derkuku" (a favorite bird of the Indonesian), and again others would be just sitting and doing nothing. But even most of them who have something to do feel differently about "time" than most people in

the United States—they walk or drive leisurely to their work.

In Indonesia "time" does not seem to be considered so precious as it is in America. We take things easily, indeed, sometime too easily. These last few years, however, with the changing of Indonesian society, and the changing values as a result of being involved in world affairs, time in Indonesia has come to have a different meaning, too.

We are beginning to feel that time is valuable—nevertheless, there is still time for relaxation, time for thinking about the deeper meaning of life, time for enjoying life despite all the difficulties and poverty in our country.

Even if in the future we have the attitude that time means money I doubt whether we shall allow ourselves to be overwhelmed by the rush of life because of our deep rooted philosophy of life which fundamentally demands from us composure.

In general, I could not trace impatience in the Americans despite the fact that they always seem to be in a hurry. I only met people (except in one or two cases) who were always very willing to explain their work to me. The fact remains that their time is accurately scheduled. Being impatient is quite different matter from being in a hurry.

I had not the feeling that there was the same rush in the kindergartens in America. The children played happily

together, not thinking about scheduled programs.

The time pressures in the schoolrooms in Indonesia are the same as the over-all characteristic of our country. If there is any difference in atmosphere in the schoolrooms nowadays from ten years ago the reason might be that the child himself has changed: he has become freer and less timid, being influenced too, by the fact that the whole nation has changed after the struggle for independence.

—By MARY E. SALEH

Supervisor, School for Mothers
Bandung, Indonesia

German Children Are Like All Others

Having been in the USA, I found, as is often said, that the Americans are very busy. They do everything a little bit faster than we do. This is especially true in the big cities. Everyone is in a hurry.

On the other hand, since the working hours per week are less than they are in Europe, since housekeeping is easier than in our country, there must remain more time for things they want to do of their own choice.

And I saw Americans, on the other hand, without rush, hurry, and business—almost timeless, when they sit on the porch and just sit, or play cards for hours. I had the feeling that that American hadn't done much. But they mostly *get done*, what *they want to have done*.

I hesitate to give a definite answer to the question, do children feel a time pressure? It needs exact and sound investigations on a large basis. So as I see the question it is to be split in two parts:

A. Are children affected through the time pressure of adults?

Usually children in our country are affected. They get infected through the general nervousness of their parents,

especially if both parents are working. They quite often feel that there is not time enough for them. Often they don't get enough attention.

If they say: "I don't have time enough," then they mostly (as far as I have observed) take over a well-known expression of their parents. And this reaction is often found by children acting like little adults.

B. Do children themselves feel the pressure of time on them (that means do they feel that they have too little time)?

For normal children engaged in an interesting game or play with interesting toys, time is always too short. Every interruption—for going to bed, going to school, or just to eat—is looked upon as a hardship. The days are never long enough to realize all of children's plans.

On the other hand a child can get bored awfully, if he does not have the right toys or playmates, and feels the day rather long. We had the same reaction during the times food was so bad; children were tired very soon of their games and did not know what to do—just were troublesome due to physical exhaustion.

In German classrooms, the teacher has to suffer through time-pressure since there are certain standards for every grade which have to be fulfilled. I doubt if children feel this as strong. In contrary I found in the USA that neither children nor teacher were under time-pressure in school. There was time for all they want.

Real time pressures bother many German high school children. They get so much homework to do that they don't find time for play. They are looking forward to every vacation just because there is free time for them.

In some big cities, where two or three schools are in one building (because the others are destroyed), children have

school in the afternoons every other week, sometimes late afternoons. That mixes up the timetable of the children. They often feel the pressure being in school, if all the other people come home from school and work.

If in general children feel time pressure as we feel it, I am not able to say.

—By GERHILD RIES

Teacher and Psychologist
Wiesbaden, Hesse, Germany

England's Geographical Features Make a Difference

The difference between English and American attitudes toward time seems to me to be the result of actual geographical features which, over a long period of time, have determined certain national characteristics. In the USA with vast spaces to cover, the American must travel fast, and long straight roads and six-lane highways (e.g. Pennsylvania Turnpike) help him to do this. In Britain, narrow roads and winding lanes force travellers to move comparatively slowly. In America, where those vast, open spaces are sparsely populated, it is understandable that a hail-fellow-well-met attitude with voluble greeting welcomes the lone traveller. In Britain, our islands create an insular, unhurried outlook; language barriers (Erse, Welsh and Gaelic) tend to make the Britishers withdrawn; and their natural reaction to being part of teeming millions thronged together in a small space, is to become very reserved.

The contrast does not seem so apparent in classrooms. Learning to read, write, and count are, to the young, real obstacles in any country, I should imagine; the pace cannot be forced.

British children transfer thoughts to paper more than American children (e.g. in essay writing, letters and "essay answers" to examination questions).

Therefore, they have time to ponder on subject matter, phrasing and use of words, whereas the American children, from preschool up are much more fluent talkers than the British—and as a result can cope with social situations at a much earlier age. (Conversely, actual pressure of work is probably much heavier in Great Britain than USA between the ages of 15 and 18 years because of the curriculum content.)

All grammar school children have considerable homework (an average of 2-3 hours per night for a 16 year old). Therefore, there is little time for the cinema and television. These recreations seem to be used more by lower I.Q. groups who seem to need entertaining.

The advent of television seems to be changing the mode of life in some homes—but it only seems to me to be a change for the better as it affects the isolated village homes.

Time pressure in the industrial sense has probably increased because of the need for greater output which is necessary for survival personally and nationally. The man-in-the-street is probably more aware of pressure.

The pace is noticeably slower in the country villages. Nature cannot be hurried. Countrymen and farmers seem to become keen observers and wise philosophers.

—By MARJORIE G. HARBOUR

Chiswick, London, England

The Climate Discourages Hurry in Burma

I have visited United States of America and I have found people hurrying through, either getting places, or getting things done, impatient and pressed for time. We Easterners at first found it rather hard to keep up with them.

I think this is due to complexity of

life and culture. Here in this country, the standard of living is very high. Ambitious to acquire the desired aim, and with more to achieve, there is competition in life. We from the East have a lot of time at our disposal, no pressure of time. We take time to do anything. I think this is due to our simplicity of life and culture and our philosophy of life, too, is very different from the West. I think the climate also has an influence on people. The tropical climate discourages time pressure, if we exert or hurry we sweat and get easily tired. I could not do half in my own country what I have been doing here. I could walk miles and miles without being tired here. But not so in our country.

But people, or some families having acquired status, have changed from a calm and peaceful life to a more complex and active life. There would be a difference if I were to compare Rangoon City, the capital of Burma, with a small village inland. In the big city where there is lots of business the time pressure is greater than the village. Yet Rangoon could not be compared with the time pressure in the USA for there is a vast difference of life and culture.

—By KHIN THEIN

Faculty of Education

University of Rangoon, Burma

The Philippines— A Sun Centered Society

The Philippines is far from being a clock centered society and so varied are the practices in relation to time that it is difficult to say if and when and how the "concept of time" develops.

Adults often wait from thirty minutes to one hour for a committee meeting to begin and large audience groups are invariably late. Plane schedules are kept but if you don't make the early train or

bus there is always another a little later and to miss one matters little. Traffic jams and road discourtesies are dealt with in a tit for tat manner and few seem worse for the wear and tear on nerves! Altho excitability runs high, impatience is an indulgence allowed only those whose power is not to be questioned.

In Manila the horse and buggy still jogs along beside the Cadillac and Ford. Paradoxically, the horse and "caratela," that can take the bumpy shortcut, may get you to your destination faster than the routed bus plowing slowly through traffic!

Children in their homes are seldom subjected to time pressures. Infants are fed when they are hungry and for as long or short a time as they feel like nursing.

The preschooler is coaxed and fed by any adult if he balks at meal time. In the event he prefers to feed himself this he can do irrespective of how long he takes. If he doesn't eat at noon he can always have his food later as long as he eats! Eating between meals is customary for children and adults alike.

Bedtime for a child is usually any time he feels sleepy or when everyone else goes to bed. Toilet training is totally lacking unless one's education has been too largely centered in Western ways.

Expressed need is its own excuse for being. One does not hear a mother say "Time to come in now;" "Time to wash your hands;" "Time to eat;" "Just five minutes more and then its time for bed." Perhaps this explains why few Filipino children ever suck their thumbs or are bothered with toilet problems.

Motivation giving rise to a concept of time seems to spring largely from socio-economic pressures in relation to economic necessity.

Children of the well-to-do who do not have to earn or help earn the family



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P. I.*

living have few demands on their time outside purely personal choice. But children of the urban areas who work after school hours develop a concept of time in relation to necessity. "I have to go home to cook the rice;" "I sell 'Balut' after office hours;" "I sleep on the sidewalks around the newspaper office to get the early editions of the paper;" "I meet the late afternoon traffic line with chiclets and cigarillos;" or "I sell paper bags during the shopping hours."

Children in rural areas develop a concept of time in relation to definite tasks to be done and by the position of the sun. Even as they play in an open field they will stop to take the carabao to the river to wallow or drive it home to be fed. A young farmer telling how he and his other 6th grade friends harvested the rice said, "whether big people or

small children, we get the same amount of pay because we all receive the same amount of sun."

But all this is strangely set aside when one goes to school. Rigid schedules by minutes force children to finish school tasks within the allotted time or face the aspect of reproof and low grades. This time pressure in Philippine school programs follows the earlier American school practice of which we are direct heirs!

Happily the move now seems to be toward easing many of the old subject boundaries and this we are sure will soon affect timing! In our own laboratory school we began some five years ago to introduce changes which we believe have resulted in happier, kinder, and more considerate youngsters.

Pete, a 12 year old and former pupil

of ours, came in one day for a visit. I asked him how he was enjoying high school and he replied, "It's not so good—*there's no time to learn!*"

Then Pete went on in what amounted to a tirade. "First it's Babylonia—Pooh! then it's Egypt—Pooh!—then it's somewhere else, there's just no time to learn!" He went on—"Why are there so many teachers? First one comes into the room—you learn—brrrr—the bell rings—your mind is blank—another teacher comes in—you learn—brrrr—the bell rings—your mind is blank—another teacher comes in and that's the way it goes all day! Then he made a most astute comment, "Nothing seems to hang together!" The time element evidently was playing havoc in more ways than one with our high-strung Pete.

Time pressures are changing in this land as we move away from the sun's warm prodding to the impersonal tick-tock of the Bundy clock and the piercing clang of the electric bell. The languorous walk and the putting off of unpleasant tasks till tomorrow are losing their charm under the withering sniff of those who cry "such inefficiency" but if only we can also learn to plan for the use of time to better meet the deeper more "natural" needs of childhood we may yet retain the gentleness and open heartedness which holds the person to be more important than the *hour*.

—By DOREEN B. GAMBOA

Director, Childhood Education
The Philippine Women's University, Manila

The Japanese Woman's Role Is Different

I feel quite different from the way people in this country seem to feel toward time. In America, everybody and everything seem to move as fast as they

can. Probably this is because your civilization makes you busy. You must move fast in order to keep up.

In America, many more women work outside the home than in Japan. It seems easy for women in America to get work but in Japan, sometimes even the men find it hard to get jobs. In this country many women study in the universities after marriage but that is seldom done in Japan. Tradition and financial difficulties probably account for it. Then too, since the women do not work outside the home after marriage, they do not have the same motive to continue studying as they do in this country.

In America, people spend more time in recreation than we do in Japan, so I think you must work hard and fast in order to have more time for recreation.

It seems to me that Japanese children have more time pressures in the schools than American children. In Japan they cannot be promoted to the next grade unless they learn that which has been decided upon as the standard for each grade. Also, if young people wish to enter high schools and colleges of their choice, they must prepare for entrance examinations at the same time they are carrying on their regular studies. Some children are under pressure from their parents to study music, drawing, dancing, English language, or flower arrangement after school hours.

In the homes, however, I believe there is a more relaxed feeling regarding time. The mother's presence in the home probably affects the family living situation. I think simplicity of living affects one's attitude toward time.

—By MICHIKO YAMAKAWA

Seiwa Junior College
Nishinomiya, Japan

(At present student at George Peabody College for Teachers, Nashville, Tenn.)

Searching for a New Home

OUR ASSOCIATION IS LIKE A FAMILY THAT KEEPS A SCRAPBOOK FILLED with pictures and suggestions for the new house that will be had some day. Our scrapbook is growing.

The headquarters staff and the Executive Board have investigated some fifteen pieces of property. From among these five have been under serious consideration. Ten were buildings that would have needed adaptations for our use. Five were properties on which we could have built. The most persistent obstacle to our ownership of any of these pieces of property has been zoning restrictions to which we could not conform.

Each time that a particularly beautiful location has been found—and some of them would make your mouth water—the property itself has suggested new opportunities for services to children or more efficient ways of carrying on our work.

The Board is undaunted in its effort to find a place where it can increase the usefulness of the Association by exhibiting the books, materials, and equipment which it endorses, by providing a place where children and parents can come to use these things and utilize our advisory services, by thus having a real live demonstration of good ways of doing for children, for visitors who come from all over the world seeking help. At the same time we need more space than we now have for carrying on our present vast program of service to international members and branches, information and advisory service, committee work, study conferences, and publications.

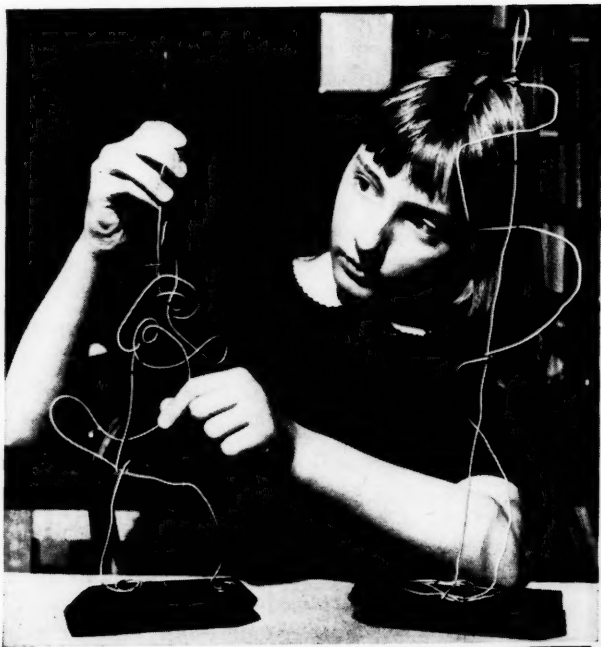
THE EXECUTIVE BOARD HAS MADE A CAREFUL STUDY OF HOW TO FINANCE this project and is convinced that the Association can invest in property for these purposes without risk. This belief is founded in part on careful planning for the use of funds that are or will be available. But it rests heavily too on the fact that members of ACEI have a way of rallying valiantly in support of any program that operates for advancement of service to children. No fund drive with quota assessments is contemplated. But again, like a family planning a new home, it is thought that each member will want to share in the project. Already individuals and branches are making contributions to the building fund. Branches are including benefits for this purpose, not merely in the plans for this year but annually for a period of years. This is good since we shall move fast once the adequate property is available. And when the Board moves it will want to feel the push of membership support behind it.—WINIFRED E. BAIN, *president, Wheelock College, Boston, Massachusetts; Consultant on Finance, ACEI.*

Many Sides to Creativity

What experiences in creating does a child have before he comes to school?

What media for creativity exist in the elementary school?

How can parents and teachers provide the kinds of atmosphere that inspire creativity?



Photos courtesy Chicago Public Schools and Teachers College, Columbia University, NYC.

A BOAT, A FIRE ENGINE, OR A LOCOMOTIVE—the child may visualize all of these objects in a simple wooden block sometime during his imaginative play life. He is creating—for he is producing a unique interpretation and rendering a unique response to a given stimulus. Creativity releases itself through imaginative play, imitation, reconstruction of experience, dramatization, art, music, problem solving, writing, and many other channels.

Birth itself is a creative experience. Even though in this country a child is born every fraction of a minute, no two are alike and no two are born under precisely the same conditions.

Observation shows that no two children eat the same foods, at the same time, and with the same effects. Similarly each child defines his own wants for sleeping and elimination. Mothers express amazement at the difference with which siblings make their demands known, and their reactions felt. Yes, even in *these very early months of life he is creating ways of manipulating his environment to satisfy his individual needs.*

The Preschool Child Creates

The young child passes through a stage when his mother's daily living routine represents his whole world. He reveals this as he plays doing his own cleaning, washing, ironing, and cooking. His drive to imitate surges to the point where he reproduces the entire process through which his mother goes. He uses an old pan, a stick, and several empty containers or bottles. He talks and names the ingredients as he measures and pours.

George Raab is principal of Heathcote School, Scarsdale, New York.

He wishes to acknowledge with appreciation the contributions of creative writing and poetry from pupils of Anne Worrell teacher, Illman School, University of Pennsylvania, Philadelphia, and Helen Peterson, teacher, Out-of-Door's School, Sarasota, Florida.

Then he picks up his stick and stirs with purpose and determination. When he bakes, he makes an oven out of anything that is within his grasp—an empty shoe box, a covered truck, or a pile of blocks. A tattered cloth or a piece of paper is sprinkled and then laid on his make-believe ironing board with great care. A block of wood presses each wrinkle and his face beams with the satisfaction of accomplishment when he is finished. In his own inimitable style, he is showing his understanding and appreciation of the life around him. He is learning as he proceeds through this important stage of growing up.

The primary medium for learning during these preschool years is through reconstruction of experiences. Each time a child reconstructs or recreates an experience, it becomes revitalized and a living part of him. For he has ventured forth with his own interpretation, and, in a greater sense, he has made his own adaptation to that experience.

Four-year-old Jim was spending a week at a shore resort with his parents and two-year-old sister. As a family, they did some fishing, crabbing, swimming, and clamming. One morning, after a rainy and blustery night, there was a knock at the door of the cabin. It was the owner of the cabin informing them of an impending hurricane which was predicted to strike dangerously close. All residents in the area, including Jim and his family, packed their belongings, and departed in haste for the mainland before the storm's arrival. During these emergency activities Jim and his sister remained conspicuously quiet, apparently prepossessed by their own thoughts. However, upon arrival of the family at their own home, located safely away from the storm's path, Jim began to reconstruct his recent experience. He built a house, markedly flimsy, out of cardboard cartons. Then he put his sister inside to serve as a resident. Having donned his red raincoat and hat, he went out to inform the resident in the

cardboard box of the approaching danger. The two little actors packed hurriedly in their improvised suitcases and drove off in their red wagon automobile. After the two travelers had safely evaded the storm, they calmly engaged in some "surf" fishing in the back yard, using an old piece of rope and a clothespin to serve as bait.

This kind of play is typical of the manner in which the young child comes to grips with his ever-baffling environment.

To visit a train station, operate a toy electric train, or watch crossing gates raise and lower, is a common experience for many boys and girls. The young child's insatiable curiosity, plus a growing interest in the objects in his environment, take him out of his home world and into a wider community of living. But it is in his own living room, playroom, cellar, or back yard, where his understandings of the things he sees, feels, and hears, become crystallized.

After a gay and active holiday season, he settles down and begins to assimilate some of his new experiences through dramatic play. His new electric train with all its accessories has been put away. With his powerful imagination and whatever play objects are near at hand, he builds his own track, train, crossing gates, traffic signals, and transformers. His large blocks become the track, and his small blocks are the train. His engine is different from the other cars for he has a spool on top of this block. A conglomeration of odds and ends of yarn and rope run from one empty orange crate to another. These strings, he tells you, are wires and switches and he controls them all! Great is his understanding, and great is his feeling of power at this moment. *For he has, through his own mind and eyes, reconstructed a vital experience and, through his own hands, he directs it all!*

Imitation sometimes reaches its zenith

when children are given opportunities for water play. It is then that two-year-old Betty bathes her doll with the same delicate precision that pertained to her own bath. Through her own imitations, Betty has not only learned more definitely the steps involved in bathing, she is developing attitudes that will remain with her the rest of her life.

In his dramatic play the child is also learning many number concepts. These concepts become more and more essential to him as he lives and makes decisions in a world where an understanding of numerical values is so important. He takes a wooden box and fills it with sticks, stones, spools, empty cans, and cereal boxes. He is now in the grocery store business. Aping his mother's expressions he comments, "they are nice," "they are very fresh," "these things are cheap today." He is selling frankfurters, potatoes, canned vegetables, cookies, cereal, and ice cream. Some items he sells for two cents, some for three cents, and some for twenty cents. He is coming to a realization of the relative values placed on the objects in his environment.

THESE ARE BUT A FEW OF THE MANY manifestations of creativity during the preschool years. Experiences of this type are a basic component of optimum growth and development of the young child. Of untold importance are these early childhood experiences to the child's success in school. For he brings all of them with him to school—they are a part of him. They form the main substance of his early life. On this he must rely, and from these experiences he must draw, as he faces new and more varied experiences in the school years ahead.

Media for Creativity

Dramatic play continues to occupy an important place in the total life of the

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Courtesy, Kern County Schools, Bakersfield, Calif.

Children must live, work, and play in an atmosphere of freedom.

child. As a three- or four-year-old, John played doctor many times. His instruments were crude. His stethoscope was a rope, his thermometer a pencil, and his cot was a board. As a kindergarten child, John still likes to play doctor. He is somewhat more exacting and his play takes an even more realistic turn. In fact, he goes so far at times in taking temperatures as to endanger the safety of his child patient.

Dramatic play takes on different forms as his mental growth passes through key stages of development. Cops and robbers, cowboy and Indians, and space men all become a part of the play life of the elementary school child. The give and take of play and group living is now reaching full comprehension in and through these activities.

As an example, consider the game devised by a group of nine, ten, and eleven-year-olds at school camp. The children divided their group into two tribes, the Sioux and the Iroquois. The Sioux were assigned geographical boundaries which

they were to observe as "Sioux country." Likewise, the Iroquois had a certain area assigned to them known as the "land of the Iroquois." Both areas included rocky, hilly, and densely wooded terrain. The two tribes met as a group and drew up their rules for play after they had defined the purpose of the game. In one version, they played that if any tribal member was caught trespassing on the other one's property, he was taken as prisoner and guarded. The only way in which prisoners could be recovered was for a member of his own tribe to make a body contact with the prisoner without being tagged by an enemy tribe member. After the interest in this version waned, a new objective and set of rules was developed.

Thus these older children made many concessions and solved many problems connected with group living. The Indian wars, about which they studied in school, became a living experience, an opportunity to appreciate the many hardships that might befall a group of people living

under the rugged conditions imposed upon them by virtue of their environment.

Children's art experiences provide a very realistic outlet for expressive interpretation. Parents, teachers, and psychologists are coming to realize the value of this source of evidence of feelings toward things and people. Through this media boys and girls give vent to their impressions in an unmistakable, though sometimes subtle, manner. The five-year-old reflects in a painting his concept of life around him more precisely than the three-year-old. By the age of eleven he can produce through painting a rather clear, meaningful, and exact depiction. The pressure for perfection is removed and the child is inspired by a person, place, object, or experience, to express himself.

The teacher who discusses the coming of spring in an interesting way, who provides opportunities for reading and musical experiences related to spring, and subsequently gives children a chance to turn their impressions loose in painting, can expect great results.

The pursuit of any activity in the elementary school cannot be successfully concluded without resort to experiences in art. For example, results from an interest in farm life might include: a replica of the dairy farm; use of the flannel board; a milk chart; farm pictures in crayon and paint; a hobby horse; wooden troughs for horses; animals; bird feeding station; and terrarium.

The closely allied area of music provides a similar avenue for creative expression. Not only in the interpretation of music through dancing, but also in the composition of simple songs, can be found the rudiments of creativity.

On one occasion, a third grade was studying about Alaska. Among other creative activities, they made reports, wrote stories, developed a play for as-

sembly, and corresponded with children from Alaska. The activity which culminated their study, however, was the composition of a song which brought into focus nearly all that the class had learned about Alaska.

It is equally valuable for children to make their own musical instruments. Given the proper simple and inexpensive materials, they can make drums, tom-toms, rattles, shakers, pipes, rhythm sticks, tuned glasses, sand blocks, and other satisfying implements for musical expression. The effects of the use of the fine arts media for creative learning are so impressive that it would be an educational disgrace not to include them as an integral part of the elementary program.

Another medium for individual expression is creative writing. Too often this important channel is overlooked. And yet one can't help but appreciate its importance to child growth and development. For example, this is a story written by an eight-year-old who had difficulties in adjusting to his group:

The Rabbit

There was a little rabbit who was named Tommy. He was sad. Nobody would play with him. He had a brother who is big. He wouldn't play with the little brother and that is why he is sad.

Further study of this boy revealed a serious conflict with his older brother. It became so involved that at one time in his life the older brother tried to smother Tommy with a pillow. Can there be any question as to the accuracy with which Tommy expressed his feelings in this story?

Similarly, a ten-year-old reflects his unhappiness and deep-rooted wishes in this story:

To Miss Jones

I am writing you this story so you can remember me. Once upon a time there was a

little boy. His name was John and his mother and father were cruel. He didn't know that he had step-parents. So he ran away. He kept on running until he was in the dark woods. He ran so far he got lost so he started to cry. All of a sudden an old man came. "Please give me your shoes, it is a cold day and my feet are cold." So the little boy gave him his shoes. The man said, "There is a father. You can have these three wishes." For the first wish he said, "I wish my mother and father were not so cruel." For the second wish he said, "I wish my mother and father would be rich, and have a fine house." For the third wish he said, "I wish that I could have a brother to play with." He found his way back, and as soon as he reached his house, he saw that it looked like a palace. When he went in, his mother and father kissed him and he saw a little boy playing on the floor. His mother said, "That's your new brother to play with." And he lived happily ever after.

And note the feeling with which this eleven-year-old, sixth-grade child writes her impressions of her school:

My Last Year at Hallman

My last year at Hallman has been one that I will never forget. I have enjoyed every minute of it. Now that I am graduating I look back and think of all the wonderful times I've had and all the things I've learned. I remember the first part of the year and how we put on plays. One play I will never forget is the play that the whole school put on at Christmas. Another one was when Edward graduated in February. We have studied many things. They were all wonderful and I learned so much from them. In the beginning of the year we studied about the United States. Then we went on to study Egypt and Greece. One thing that I will always remember is how to do percentage and also I will always know what an *adjective* is. This year I have learned a lot of English and I have also learned quite a bit about science (thanks to Mr. Slott and Miss Sherrell). I thought swimming this year was fun and the fun I have had out on the playground is just too much for words. One of the highlights of our school year was the fair we had. We raised \$80! With that money we bought curtains for Dr. Larkin, figures for Miss McWeel and swings for the new nursery and, oh yes, we also bought a wagon for the kindergarten. Singing with Dr. Larkin was very nice and our assemblies were just

super. But the best thing of the whole year was when I went to camp. That was just too wonderful! I have never had so much fun and I know that I never will. Everything, just everything was marvelous. Swimming, boating, and campfires were only a part of the activities we had. I also remember how much fun we had square dancing. But I must say one thing: Without Miss Sherrell, Dr. Baer, Mr. Slott, all my wonderful friends and the student teachers, my last year at Hallman could not have been nearly as nice.

One cannot help but know that this child had a happy school experience. Close scrutiny of her story will reveal those experiences in school which seem to have left the most lasting impressions. To be sure, it would be wise in many more instances, if teachers would stop, look, and listen to what children are saying and thinking about school. Expression of this kind needs to be encouraged!

Another important form of written expression is to be found in poetry—which has the same inherent values to the child as creative stories. The following poems were written by eight-year-olds:

The Brook

The brook is skipping rope
One ripple misses, one falls
And one tries again.

A Lonely Child

O father, O father, Come to me!
When I sit in your easy chair
I remember you are gone to war
Come home to me.

Spring

I could see that a blizzard was coming
The wind had been blowing hard all day
And the snow had floated downward
Like the billowy clouds so gray.

My Little Teddy Bear

I have a little Teddy Bear
I call him one-eyed Jay
But does he look like a Teddy Bear?
It's hard for one to say.
He only has one eye you know
I'm sure that you will find it so
Why don't you come around someday,
And the three of us will play.

Evident in each poem is a picture of the child's aesthetic feeling and understanding of the bit of life which contains his thoughts at the moment. Teachers need be more concerned about this creative aspect of poetry than striving for perfect form.

Last, but not least to be discussed as a medium for creative expression, is problem solving. Considerable attention could be given to problem solving in arithmetic. However, this discussion will be limited to problem solving as a part of the child's day-to-day living. It is in this area that self-reliance, independence, and responsibility are fostered as a child discovers his own abilities for meeting and for solving the problems that confront him. He meets these situations as an individual and sometimes as a member of the group. He meets them as he walks to school, as he plays, as he eats his meals, as he participates in group discussion, as he joins any group activity. Each time he is helped to find his own answers, solve his own problem, or otherwise assist himself, he has discovered another power, rallied to a new situation, and above all, he has succeeded by his own power.

Eleven-year-old Jack came to school one day carrying a dead pigeon. Jack was a sensitive child and kind to animals. He was very much concerned about the death of the pigeon. He took it to his teacher and asked for an explanation. The teacher took advantage of this opportunity to help Jack find the answer in his own way.

"What killed this pigeon?" Jack asked.

"What could have killed it, Jack?" Mr. White replied.

"Well," said Jack, "he might have flown into some high tension wires, or he might have been hit by an automobile, or he might have starved to death."

Mr. White said, "How can we find out?"

"I don't know," said Jack, "unless we can find out who his owner is."

"Can you find out who owns it, Jack?"

"No, I can't Mr. White, unless this band on

his leg means something. Come to think of it, some person must have put that band on it. I'll have a look at it."

And so the conversation went on and on until Jack finally made a call to the bird society whose identification appeared on the tag. Because of the way this situation was handled, Jack was not only learning more about the fate of this pigeon, but his ego received a terrific boost—for he was gaining in power to produce his own answers.

• • • •

Look at the case of ten-year-old Donald! He was trying hard to grow up and do things for himself—but he was handicapped by parents who were over-protective of him. Donald came to school one morning forgetting his lunch. Lunchroom arrangements were rather flexible—a child could buy lunch at the cafeteria daily or bring his own lunch if he so chose. Donald went to the school office and requested that he be permitted to use the telephone to call home. When the principal inquired as to the reason for Donald's request to use the telephone, Donald said, "I forgot my lunch, and Mommy told me whenever I forgot my lunch, I was supposed to call her."

Seizing upon this opportunity to help Donald conceive a solution to the problem, the principal replied, "You know what will happen if you call your mother. She will prepare another lunch, call a taxi, and spend a half hour in time to bring it out to you—all because you forgot your lunch. Isn't there another way a big fellow like you can take care of this?"

Donald hesitated a few moments, then replied, "I could eat what is on the cafeteria menu but I don't like frankfurters and baked beans, and besides Mommy told me not to eat that kind of food."

"Well," said his principal, "if you don't like what is on the menu, is there another place close to school where you could buy something?"

Donald made immediate reference to the sandwich shop next door but then gave the excuse that he didn't have any money. After a few more minutes, Donald arrived at a solution—he would borrow the money and go to the sandwich shop, buy a light lunch, and bring it back to school. Donald found a solution to a dilemma which was brought about because he forgot his lunch. Donald thought for himself, acted on his own decision, and

added an ounce of self-assurance to his soul. Logically a ten-year-old is sufficiently mature to accept the consequences of his own mistakes, and adult guidance should be such as to permit him to resolve them.

If given the opportunity to participate in the solution of problems that lie within the realm of his reality, a child can produce ideas basic to the solution of any problem. For example, how could a school initiate a school camping experience without the help of boys and girls?

Recently, one school's teaching staff became sold on the value of such a camping experience for nine, ten, and eleven-year-old children. But what about organizing the program? Would the children receive the idea in an enthusiastic way? What were the considerations that needed to be worked out? The children were called together for a meeting. They were informed of the staff's idea for a school camping experience. The principal then asked the children point blank, "Why should we take time away from school to go to camp?" The question drew a bevy of reasonable responses from the children.

One child said, "We read about animals here in school, there we can actually see how they live, what they eat, and maybe see them."

Another child said, "We can learn so much in science."

Other comments, typical of the discussion, were: "Some of the boys will have to go into the Army, and now they will learn how it feels to be away from home and take care of themselves;" "The girls ought to learn to cook and take care of themselves, then they would appreciate their parents when they come home;" "We would really learn to know our teachers better and they would learn to know us better if we went to camp;" "It's a good idea to learn to live with other people." In quick fashion, the children had come forth with many sound values of a school camping experience.

The group was then asked, "What are some of the things we need to consider in planning for camp?" Quickly, five major problem areas were resolved: what to take to camp; what to do at camp; how to keep safe at camp; what to eat; how to predict the cost. At the suggestion of the children, committees were

formed to consider the problems. The children were thinking, producing, creating—they were reacting to a real life situation that held out a stimulating challenge to the best possible contribution from each of them. To make an eventful story short, the trip was highly successful. Some mistakes were made but the children, in their follow-up evaluation session, singled out the mistakes and made pertinent suggestions for subsequent camping trips.

When children are making decisions, finding answers by their own patterns of search and research, discovering their own abilities for succeeding, solving their own problems, they are producing, they are creating, and above all, they are living.

Atmosphere for Creativity

But what is the kind of atmosphere in which a child brings forth his own ideas and feeling? Whether it be in the home or at school, certain basic conditions must prevail, if true creativity is to be inspired.

First, a child must feel that he is accepted as a person. As a further corollary, what he is doing and the contribution he has to make must also be accepted. Eight-year-old Ruth had an I.Q. of approximately eighty. She was completely lost in a class of 45 children, for the light of her contribution, however little it might have been, was never allowed to shine. Her family moved to another area and Ruth was put into another school in a class of 25. In addition to this significantly improved class size, Ruth was blessed with a teacher who understood her and drew from Ruth the best she could give. Ruth's best was good enough for the teacher, and was good enough for her peers. Ruth discovered that her major ability was in music—she spent hours constructing simple musical instruments and experimenting with sounds. She was very rhythmical and never lacked being

chosen as a partner during dance time. To be accepted to the point of being sought out by other children was the crux of success for Ruth, and truly, is the crux of success for any child!

Then, in the same school there was Bill, who missed his schooling from the age of eight to eleven due to a serious automobile accident. The accident completely paralyzed the right portion of his brain and consequently all of the functions controlled by that section of the brain. Bill was eleven, back in school, and was slowly regaining the use of his facilities. His performance in every academic area was far below the average of the group. Fortunately, Bill's teacher was more concerned about Bill as a person than about his "average." She noticed that he enjoyed wood carving. She encouraged this in Bill, and she was always pleased with the end result. His teacher accepted him and what he was doing. This growing self-satisfaction spurred Bill on to greater accomplishments. He even carved an excellent replica of a viking boat as his own contribution to the study of Norway being carried on by the class. Bill was proud of his accomplishments, he was regaining confidence in himself, he was appreciated by his peers, and needless to say, the rate of his recovery was phenomenal. If each child is to be appreciated, a positive approach must be used at all times. His strengths must be sought out, his weaknesses bolstered, and he must be judged in light of his own abilities and standards and not by the artificial standards imposed by adults.

As a second basic condition, children must live, work, and play in an atmosphere of freedom. His rules must be self-imposed, or at least must be clearly understood by him to be essential to the well-being of all concerned. A child cannot create when he is constantly told what

to do and when, how, and where to do it.

Parents and teachers have the more difficult task of making it possible for a child to act on his own purposes so long as his actions are not detrimental to self and others. The parent or teacher who constantly sets the example, whether it be writing a story, painting a picture, developing a play, or making a decision, is not inspiring creativity. For children to act on the pure direction, interest, and desires of adults, is for them to be dangled as puppets on a string. Such control kills originality, stymies initiative, denies independence, and enslaves the effervescence of an active mind.

Last but not least of the conditions to be mentioned is love. To feel secure a child needs to be loved. Whatever the form of self-expression, a child needs to feel secure for optimum results. The child who snuggles close to a teacher as he reads is telling her that he needs affection. He is telling her that, until such time as he has peace of mind and soul, he cannot put forth his best, he cannot discover himself, he cannot free his true thoughts, feeling, and impressions. Recent methods of child study have unveiled many of the underlying causes of insecurity—nothing has been uncovered in the field of research to replace love as a therapy which builds inner-happiness in children. Unless he feels this self-contentment within, the child cannot permit his unique potentialities to blossom!

IT IS WELL TO REMEMBER THAT THE strength of the home, school, community, or the nation itself, depends upon the degree to which each of the persons in it is realizing his own capacities. Creativity is basic to such self-realization. Insightful parents and teachers will assure every child maximum opportunity for discovering and developing his own unique abilities.

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NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New ACE Branch

Hot Springs Association for Childhood Education,
Arkansas

Changes

On October 14 the White House announced the appointment of *Samuel Miller Brownell* as United States Commissioner of Education. At the time of his appointment to succeed Lee Thurston, Mr. Brownell was president of the New Haven State Teachers College and professor of educational administration in the Graduate School of Yale University. He has had wide experience in the field of education, having served as a public school teacher and superintendent, as a principal of a laboratory school, and as a university professor.

Betty Klemmer, former associate secretary of ACEI and for two years a member of a team from the Education Division of the Institute on Inter-American Affairs sent to Peru, is now supervisor of the first grade at the Laboratory School of San Diego State College, California.

Willis Porter, former chairman of elementary education, Oneonta State Teachers College, New York, will serve as specialist in teacher education in the Foreign Operations Administration Educational Mission to Thailand.

ACEI Headquarters Building Fund

The Arizona property deeded to ACEI by Frances Berry and Isabel Lazarus has been sold. The first payment on the property, \$642.56, has been added to the Headquarters Building Fund. Future payments will also be used for this purpose. As of November, the fund totals \$9,898.77.

UNESCO Handbook

Copies of *UNESCO Handbook*, published last fall for the use of ACE branches, have been sent by request to the UNESCO Relations Staff, Department of State for distribution among the members of the United States Commission on UNESCO.

Thirty-two ACE state associations and 313 local ACE branches have UNESCO committees. For service to others at home, branches reported gifts of about \$1,500. These included gifts of books for libraries, children's hospitals, child care centers, child study clinics, and children's museums. For work abroad, gifts of about \$4,700 included donations to CARE-UNESCO Book Fund, ACEI Expansion Service and Study Grant Funds, UNESCO Gift Coupons and Korean Teacher Fund.

The staff at ACEI headquarters had the privilege of holding conferences with visitors from 26 countries outside of the United States last year. There were also 152 communications from 31 countries. Fifteen students and exchange teachers from 8 countries attended the 1953 ACEI Study Conference. From the ACEI Expansion Service Fund, \$1,422 was spent in sending materials abroad and in paying conference registration fees for guests from other countries. As the recipient of the ACEI Study Grant Fund, Hyo Sik Sim, a graduate of Ewha University in Korea, is studying in the United States.

1954 ACEI Study Conference

Your attention is called to the special supplement in this issue which gives detailed information about the 1954 ACEI Study Conference in St. Paul, Minnesota, April 18-23.

Free copies of the conference poster may be obtained by writing to ACEI headquarters.

ACEI Song Book

Songs Children Like—Folk Songs from Many Lands, an illustrated song book for children of five to twelve years of age, will be available January 15, 1954. The publication of this song book has been eagerly awaited since the spring of 1953 when some of the songs were enjoyed by registrants of the ACEI Study Conference.

Songs were selected by a joint committee of the Association for Childhood Education International and the National Council of the Churches of Christ in the United States of America. This 48-page book, published by the Association, contains 64 songs from 21 nations and is priced \$1. Among the countries represented are: America, Austria, Indonesia, England, Denmark, Korea, China, Rus-

sia, Poland, Spain, Japan, Iceland, Canada, Latin America, and Israel.

Songs Children Like—Folk Songs from Many Lands may be ordered from ACEI, 1200 - 15th St., N. W., Washington 5, D. C.

Students Subscribe to Childhood Education

Students at Mills College of Education, New York, voted to purchase from the basic book funds, subscriptions to CHILDHOOD EDUCATION. As teachers, they feel the magazine will form an important part of their own library.

Study of Junior Red Cross Program

A nationwide study of the Junior Red Cross program has been announced by the Board of Governors of the American Red Cross as part of a general review of all Red Cross programs which has been under way for some time. More than 2,000 Red Cross chapters sponsor the enrollment of junior members, and of these about 625 are participating in the study.

This project is of special interest to school teachers and administrators, since the Junior Red Cross is based on the enrollment of schools and many teachers and administrators serve as volunteer chairmen.

Representatives of national educational organizations have been cooperating with the national staff of the Red Cross in drawing up study plans. These organizations include:

American Council on Education
Association for Childhood Education International
National Catholic Educational Association
National Council of Independent Schools
National Education Association
United States Office of Education

National School Lunch Funds

The Production and Marketing Administration of the U. S. Department of Agriculture reported that of a total appropriation of \$83,365,000 provided for this year's program, \$67,010,000, or more than 80 percent of the appropriation, has been apportioned among the 48 States, District of Columbia, and the Territories and possessions—Alaska, Hawaii, Puerto Rico, Guam, and the Virgin Islands. Guam is included in the program this year for the first time.

The funds are apportioned among the States, Territories, and possessions on the basis of the number of school children between the ages of five and seventeen, inclu-

sive, and the per capita income. These funds are used to reimburse schools in part for their local food purchases. In addition to the total fund, \$15,000,000 is available to the Department of Agriculture for the purchase and distribution to schools of foods which help to meet the nutritional requirements of children.

National Child Labor Committee Anniversary

Nineteen hundred fifty-four marks the 50th anniversary of the National Child Labor Committee. Plans for celebration of the anniversary indicate that the emphasis will be, not on the progress of the past fifty years, but rather on the years ahead. Although the inhuman child labor of the early days has gone, there are still grave abuses. Some of the new ones that have come with our rapid agricultural development are:

The children of farm migrants, America's most neglected children, are working under conditions reminiscent of those in the mills of the early 1900's. Very young children engage in long hours of back-breaking toil.

Farm machines have revolutionized agricultural production, but they are taking a toll among the young children who are frequently permitted to operate them.

Bowling alleys hire young school boys for late night work as pinsetters.

Thousands of children are working after school under conditions that jeopardize their health and education.

Half the children who enter our high schools do not remain to graduate. The great majority of those who drop out of school go to work.

Every year brings new attempts to break down our hard-won State and Federal child labor laws.

Teachers' Handbook

A Teachers' Handbook, for use by teachers in rural elementary schools, has just been released. The handbook was written and published to interpret educational programs of the Institute of Inter-American Affairs in the training of elementary school teachers. It is one of the results of the cooperative education programs which have been carried out jointly by the United States and several of the Latin American republics since 1944. The handbook should prove useful in the in-service training program and in the pre-service education of teachers.

Books for Children . . .

Editor, VERA PETERSEN

THE ANIMAL FAIR. By Alice and Martin Provensen. Illustrated by the authors. New York: Simon and Schuster, 630 Fifth Ave., 1952. Pp. 76, 10 x 12 $\frac{3}{4}$ in., \$2.50.

The stunning illustrations of Alice and Martin Provensen make this Giant Golden Book a superior one. The text is a potpourri of poems, modern fanciful tales, "Stories Without Words," whimsical narratives in limerick form, a barnyard play in three very short acts, an attractive double page spread of camouflage.

This gay book with its cellophane processed cover will be liked by the four- to eight-year-old group, and even older persons will want to read again and again some of the well-written poems.

ALL ALONE. By Claire Huchet Bishop. Illustrated by Feodor Rojankovsky. New York: Viking, 18 E. 48th St., 1953. Pp. 95, 6 $\frac{1}{2}$ x 9 $\frac{3}{4}$ in., \$2.50. Eight- to twelve-

year-olds have a great book in store when they find *All Alone*. Claire Huchet Bishop writes well and when she writes she has something to write about! She has a lesson in her story but she does not give us a made-to-order book to get a lesson across. The lesson from her poignant story is a natural outgrowth of the story itself.

Many black and white drawings by Feodor Rojankovsky extend the feeling of ruggedness and solitude that permeate this account of two young shepherds who were separately sent to watch their fathers' heifers high in the French Alps. Though the soil in the valley was rich, each family had so little of it that it was hard to make a living. The heifers with their bells clanging noisily were the family fortunes.

Marcel and Pierre had each been pointedly instructed by his father to stay away from other shepherd boys, not to talk to anyone, have nothing to do with cows other than his own. "Pay no attention to your neighbor's business—that's his own worry, isn't it? That way, if anything goes wrong, nobody can put the blame on anybody else. Can they? Every man for himself, that's the way we have to be in Monestier."

So it had been for generations, but in the face of near catastrophe the boys and eventually the whole village found that much more is to be gained when people work together and help each other.

LITTLE WHITE FOOT. By Berta and Elmer Hader. Illustrations by the authors. New York: Macmillan, 60 Fifth Ave., 1952. Pp. 42, 6 $\frac{1}{2}$ x 8 $\frac{1}{2}$ in., \$2.25. Have you ever traveled through a mole's hole? Or have you ever wondered what it might be like inside? In what is perhaps the choice picture of their book, Berta and Elmer Hader, who know so well the woodland creatures, have portrayed little White Foot, a field mouse, running through the mole's tunnel.

Little White Foot who had spent the summer in a toolshed was scuttling around looking for winter quarters for his family. He tried the mole's tunnel and it led him under a wall into the cellar of the little stone house. From there he climbed on pipes way up to the attic where charming quarters were discovered in the form of a doll house. Little White Foot moved his family "in" but soon encountered much anxiety for a cat lived in the stone house.

One day little White Foot was discovered downstairs for he had been carried down with a box of Christmas ornaments in which he was hiding. After much scampering hither and yon he was caught under a glass bowl, taken out doors, and given his freedom.

That spring life for him and his family really became excellent, for the people in the stone house thinking they would warn the birds, hung a tinkly bell about the cat's neck.

Here is another good book for the four to eights.

PITSCHI. By Hans Fischer. Illustrations by the author. New York: Harcourt, 383 Madison Ave., 1953. Pp. 30, 12 $\frac{1}{2}$ x 8 $\frac{3}{4}$ in., \$3.

Fortunate indeed are we in America to have our first picture book by the Swiss artist, Hans Fischer. His *Pitschi* is the story of a "kitten who wanted to be something else. A sad story, but one which ends well," as he says. Old Lisette to whom Pitschi belongs is so fond of kittens that one is sure she must be a first cousin of the old woman in Wanda Gag's *Millions of Cats*.

This cozy old-world tale with its folk tale flavor will captivate both old and young.

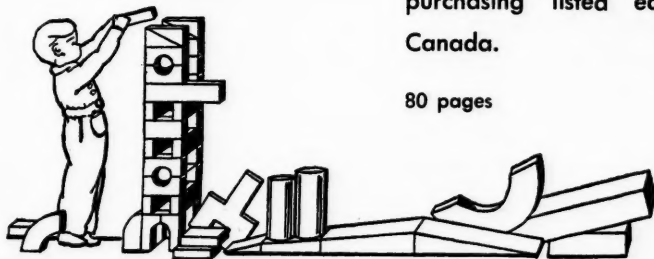
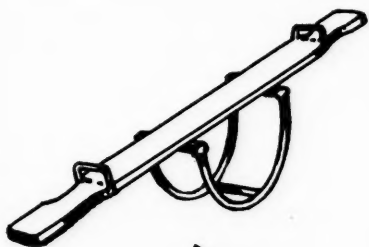
(Continued on page 196)

The 1953 revision of

ACEI's EQUIPMENT AND SUPPLIES

A List of Recommended Material for

NURSERY, KINDERGARTEN, PRIMARY AND INTERMEDIATE SCHOOLS



is ready for distribution.

Suggested lists of materials and equipment for use with children are given.

Material is arranged for easy reference. There is a list of approved items by classification, with age level, and name and address of manufacturer.

A special feature of this revision is the inclusion of the sources for purchasing listed equipment in Canada.

80 pages

\$1

Order from:

**Association for Childhood Education International
1200 Fifteenth Street, N. W.
Washington 5, D. C.**

Books for Children

(Continued from page 194)

The illustrations, especially the full page picture of a rooster looking down with disdain at little Pitschi, are magnificent. The goats, geese, cats, rabbits, and dogs are drawn with simplicity—but with dash and conviction in every line.

THE STEADFAST TIN SOLDIER. By Hans Christian Andersen, translated by M. R. James. Illustrations by Marcia Brown. New York: Scribner, 597 Fifth Ave., 1953. Pp. 28, 7¾ x 10 in., \$2.25. Marcia Brown, an artist who has worked also as a librarian in New York City's Central Children's Room, knows well the old tales children love. She has given her interpretation in separate volumes to *Stone Soup* (Scribner 1947), *Dick Whittington and His Cat* (Scribner 1950), and *Puss in Boots* (Scribner 1952). And now comes the best so far—*The Steadfast Tin Soldier*. To a carefully chosen translation she added her illustrations with a predominance of light blue-violet, some rose, and a dash of gray-brown enhancing the

fantasy which already existed in the story itself. The text was harmoniously printed in large type with the dark gray-brown color.

Five- to ten-year-olds will like Marcia Brown's book.

ICE CREAM FOR TWO. By Clare Turlay Newberry. Illustrated by the author. New York: Harper, 49 E. 33rd St., 1953. Pp. 58, 7 x 9 in., \$2.50. *Ice Cream for Two* does not include ice cream for a cat as you might expect, but for her young son and Clare Newberry herself! There are, however, cats in the story—inimitable Newberry cats, gorgeous Siamese ones!

Ice Cream for Two is an account of the rugged realism an artist with an eight-year-old boy encounters in trying to establish herself in New York City. The story centers about the boy and how he is affected. It is not a sweet, pretty, how-to-get-rich-quick story. Far from it! It tells of the hardships of reality but in this case ends happily for all concerned—artist, child, and Siamese kitten.

The appeal of this book will be to children in the eight-to-ten group.

Adventuring in Literature with Children

A new portfolio of practical and helpful leaflets, designed for use of parents and teachers, covering many aspects of the literature program such as fostering children's independent reading, enjoyment of poetry, guidance potentialities of children's books and story telling.

12 leaflets as a unit in handy portfolio at 75¢.

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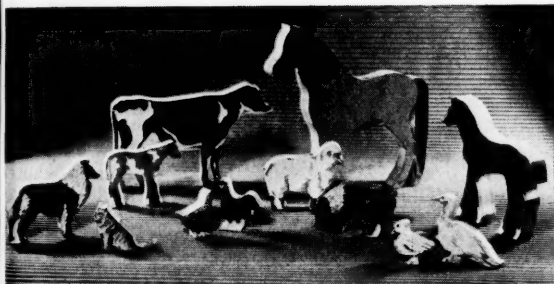
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Community Workers \$9.50



Family \$5.50



Farm Animals \$14.50 (Scale: Horse 10 inches high)

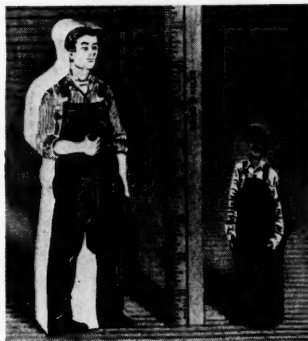


Zoo Animals \$10.50 (Scale: Giraffe 13½ inches high)

CHILDCRAFT'S NEW GIANT BLOCK PLAY FIGURES

These are the extra large, sure-balanced block play figures educators have been looking for. The giant sized family and community people, farm and zoo animals are realistically detailed and colorfully screened front and back. Made from 1½" thick plywood, designed to give added stature and stability to children's floor block play activities.

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EQUIPMENT AND SUPPLIES
FOR

EARLY CHILDHOOD EDUCATION

Books for Adults . . .

Editors, Dept. of Education
NISTC, DeKalb, Illinois

CREATIVE CRAFTS IN EDUCATION. By Seonaid M. Robertson. Boston: Robert Bentley, Inc., 581 Boylston St., 1953. Pp. 286. \$6. Few publications have so ably combined the philosophy of education and the good taste of the artist with practical directions for the classroom teacher. Perhaps school libraries will purchase this volume for use of the staff, since the price is rather high for the average teacher to pay. The expensiveness of the book is partially due to the many illustrations of children's art, both photographs and sketches.

Some readers will want to study the publication to obtain new insights into the progressive school of modern Scotland. The author quotes the Lowenfelds, and seems greatly influenced by their viewpoints. It is also interesting to read her discussion of the craft stages through which children pass, from fondling and playing with materials to the stage where they are eager to do a master's task in construction.

Creative Crafts in Education is largely concerned with the art of everyday life. It discusses how young children may be helped to build collections of objects and adolescents plan their wardrobes or construct objects for use in their own bedrooms. At the root of the truly artistic work is the individuality of the worker; the mass production of craft objects is not possible. The writer states that the lack of taste evidenced in our culture and the crude and slipshod products of our factories can only be improved by building the attitudes of the artistic craftsman in the children of today.—Reviewed by ELEANOR VOLBERDING.

CREATIVE HOBBIES. By Harry Zarchy. New York: Knopf, 501 Madison Ave., 1953.

Pp. 297. \$3.50. Mr. Zarchy states that this book is intended to prevent boredom and provide an outlet for creative expression for an inexperienced craftsman. The entire publication consists of directions and contains many diagrams and illustrations. Two sections which may be of special interest to teachers are those on stagecraft and book

binding. Other topics discussed are wood-carving, lamp making, whittling, papercraft, silk screen printing, and plastic and shellcraft. The volume is very readable, and the directions are unusually clear.—Reviewed by ELEANOR VOLBERDING.

THE ART OF BOOK READING. By Stella S. Center. New York: Scribner, 597 Fifth Ave., 1952. Pp. 292. \$3.50. The author of this volume has put together the results of her many years of teaching. The book is addressed to the intelligent reader who seeks greater enjoyment from reading. However, it seems to be more appropriate for those who teach others how to improve their reading, rather than for poor readers themselves. The methods which she describes are psychologically sound and involve some basic concepts in any good program of reading improvement.

Books of this type are particularly timely since the reading public is becoming increasingly aware of the need for better reading in everyday affairs.—Reviewed by EUGENE GRANT.

DANGER SIGNALS. By Walter C. Alvarez. Chicago: Wilcox and Follett Co., 1255 S. Wabash Ave., 1953. Pp. 176. \$3. This

book is intended to give warnings of serious diseases, and is not for use as a means of self-diagnosis or treatment. It is an attempt to give the layman an orientation as to the meaning of certain irregularities in his health. Unlike other books of a somewhat similar nature, it should make a significant contribution to the mental health of the reader.

Through training and a lifetime of experience Dr. Alvarez is eminently qualified to write a book of this nature. He spent many years as a medical consultant at the famous Mayo Clinic. He is now Professor Emeritus of Medicine, Mayo Foundation, University of Minnesota. His series of pamphlets, such as *How to Live with Your Nerves*, and *Ulcers*, is well known.—Reviewed by EUGENE GRANT.

IMPROVING THE CHILD'S SPEECH. By Virgil A. Anderson. New York: Oxford University Press, 114 Fifth Ave., 1953.

Pp. 333. College edition, \$4; Trade Edition, \$5.50. A guide for parents and teachers to the understanding and treatment of children with speech handicaps and to prevent speech defects. Effects of speech difficul-

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ties on personality are stressed. Specific instructions are given for helping children develop good speech, and for those with defects exercises for correction are reproduced with directions for administering the tests through which teachers can detect defects in groups of children.—Reviewed by IRENE FELTMAN.

TWENTIETH CENTURY CHILDREN'S BOOKS. By Frank Eyre. Boston: Robert Bentley, Inc., 581 Boylston St., 1953. Pp. 72. \$1.50. A study of trends in children's books by British authors over a fifty year period. An excellent analysis of topics, illustrations, and forms. Many references are made to American children's books and to trends in their writing and illustrating. Outstanding books are briefly analyzed as illustrative examples of types being discussed.—Reviewed by IRENE FELTMAN.

CHILDREN IN PLAY THERAPY. By Clark E. Moustakas. New York: McGraw Hill Book Co., Inc., 330 W. 42nd St., 1953. Pp. 218. \$3.50. Simple and interesting descriptions of play therapy with both normal and disturbed children. Actual dialogues are

reproduced and interpretation made of what is done and why. Most cases require only one or two sessions to bring about desirable changes in attitude and behavior.

In one case the mother was present at all sessions, entered into the therapy herself, and thereby gained much insight into her child's problems, and learned techniques of working with the child herself. The nondirective method was used throughout.

Parents and teachers can learn from this book how to better understand children when they are troubled, and can learn to use the same methods of helping a child that are used by the therapists in the cases described.—Reviewed by IRENE FELTMAN.

INTERGROUP EDUCATION IN PUBLIC SCHOOLS. By Hilda Taba, Elizabeth Brady, John T. Robinson. Washington, D. C.: American Council on Education, 1785 Mass. Ave., 1953. Pp. 332. \$4. In a world of tensions, conflicts, and discriminations a book such as *Intergroup Education in Public Schools* is important for all teachers and parents to read, for it represents a serious (Continued on page 200)



Christmas on
their minds?

WHATEVER YOUR GROUP IS THINKING ABOUT

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Detroit 31, Mich.

Books for Adults

(Continued from page 199)

attempt to develop a preventive attack on the causes of frictions and prejudices that exist between groups, to identify social needs, and to suggest materials and techniques for solving these problems. The book, the result of four years of study, is a practical guide for curriculum development and community cooperation that should lead to a better understanding of human relations.

The authors emphasize that knowledge in understanding human relationships is not enough; psychological research has demonstrated that facts alone are ineffective in combating prejudice, distrust, rejection, or any behavior that has emotional roots. The authors point out, too, that provincialism in cultural sensitivity and lack of diversified social skills for dealing with differences in people are serious gaps in the social learnings of many children.

Within recent years it has become increas-

ingly clear that unity in intergroup relations cannot be left to incidental teaching, but that direct attacks on existing problems in every community are necessary. For aid in solving problems of intergroup relations, those reading *Intergroup Education in Public Schools* will find practical suggestions and frank discussions about how to implement them.—Reviewed by ESTHER WILLIAMS.

BOOKS ABOUT THE BLIND. By Helga Lende. New York: American Foundation for the Blind, 15 W. 16th St., 1953. Pp. 357.

New revised edition. \$5. A reference list of over 4,000 books about the blind and the deaf-blind with one or two sentence descriptions of the contents of each. These books are classified under such headings as "Agencies for the Blind," "Educational Methods," "Physical Education," "Personality Problems," "Vocational Guidance," "Pensions and Relief," and "Social Adjustment."

For teachers and parents of blind children this is an excellent reference.—Reviewed by IRENE FELTMAN.

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a new and unique measure of general intelligence and problem-solving ability for children in grades 1-6—independent of reading skill, school instruction, or speed of response. A monograph and manual on the theory and use of this test is available for 80¢.

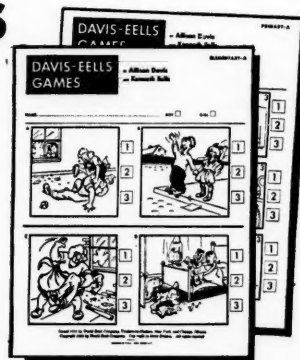
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Among the Magazines . . .

Editors, MARIE M. HUGHES and Staff

Wm. H. Stewart School, Univ. of Utah

WE SUGGEST A VISIT TO THE LARGEST NEWS-stand in your town to look at the magazines for children on display (exclusive of comic books). We predict that you will be in for a surprise and an interesting experience. You may not find all the magazines mentioned here, and we predict that you will find some that we do not mention. Magazines are pick-up reading wherein one may find information, stories, jokes, pictures, comics, something to make, or just to leaf through for a desultory passing of the time. The choice of how to use the magazine is made to suit mood and time available. Children appear to use magazines in much the same way that adults use them.

Have you seen *Children's Digest*? Size and format are comparable to the adult magazine. A favorite from third grade through the seventh. Librarians suggest the desirability of fewer comics and jokes. You and the children read it to make up your own minds. (*Children's Digest*, Parent's Magazine Press Inc., Bergenfield, N.J.)

Two magazines which bring the flavor of other countries to American children are: *Collins: Young Elizabethan* published and distributed from London. It presents a judicious balance of stories, nature and scientific information, children's own writing, and how to do activities. The few black and white advertisements are unobtrusive and add a distinct flavor of another country. (*Collins: Young Elizabethan*, Wm. Collins Sons & Co., Ltd., 14 St. James Place, London, England.) The second magazine is *Silver Bells* published in Tokyo and translated into English in this country. It is profusely illustrated in color, with the content largely stories; there are a few pages of comics. It may appeal somewhat more to girls than boys. Read from third grade through sixth. (*Silver Bells*, c/o Charles E. Tuttle Co., Rutland, Vermont.)

The *Junior Natural History Magazine*, as the name suggests, is tops for informational material on flora and fauna. Many issues contain very fine photographs of animals,

flowers, and trees in natural habitat. Puzzles and picture stories add variety. Occasional contributions written by boys and girls add to the interest. This is a magazine that should be bound and kept for reference. A fine way to introduce children to bound periodicals. (*Junior Natural History*, American Museum of Natural History, Central Park W. at 79th St., New York.)

Story Parade is, from the standpoint of avowed purpose, the most literary of the children's magazines. Its writers, for the most part, are recognized authors of children's books; many of them distinguished. The material is original. Sometimes the stories lack spark and vitality. Instead, they read as though they were contrived for the purpose. Recently, puzzles and comics have been added. (*Story Parade*, Story Parade, Inc., Poughkeepsie, N. Y.)

Compact is for older youngsters—twelve to twenty. Its distinguishing feature is the two book digests that are included each month. For example, the July number offered a "spine-chilling mystery" and *Anna and the King*. The latter included photographs from the Broadway play. This magazine will give intermediate grade teachers some understanding of the reading that the children will be doing in a short time. In fact, some fifth-grade girls were found reading it. (*Compact*, Parent's Magazine Press, Inc., Bergenfield, N. J.)

Your visit to the newsstand will disclose many titles: *Humpty Dumpty*, *Jack and Jill*, *Playmate*, *Polly Pigtales*, *Uncle Ray's Magazine*, *Read*, *Piggity's Animal Magazine for Children*, *Wee Wisdom*, *News Time*, *Nature Magazine*, *Tween Age*, and others.

These Children Read

Recently the librarian of Stewart School, Venise Robison, made a survey of the magazine reading of the children of the school from grades three through nine. What did we learn? All the children appeared to read (at least handle) adult magazines. *Life* was mentioned most frequently. *Collier's* and *Saturday Evening Post* next. The latter two were read for their cartoons. The children were much against the increased advertising in *Life*. *The New Yorker* was not liked by any age. "Too adult and just queer." Also, all

(Continued on page 203)

ACEI Test Centers in Action

THE KINDERGARTEN ROOM WAS HUMMING with activity. Three children were at play in the doll house. One was pushing another in a wooden baby buggy sturdy enough to stand the forty pounds of weight now resting in it.

Two children in their gay smocks were at the easel working with intent looks upon their faces as they added this color and that to their painting. A group in one corner was building with blocks.

During a visit to the Tri-County ACE Branch in New York I had the opportunity of seeing how the materials listed in *Equipment and Supplies* were tried out. The Percy I. Bugbee School, campus school at State Teachers College, Oneonta, New York, is one of seven test centers located in the United States and Canada.

Olga Nelson, who teaches second grade, has long been the coordinator of the reports from that test center and now Sue Hickmott, kindergarten teacher, is taking over that responsibility. They took me from room to room pointing out the various pieces which are on trial or have been. Many things were being used by the children as we passed by.

What Happens First

A manufacturer develops a new product for use with children. It may be a piece of furniture for the classroom such as a table, chair, or easel. Perhaps it is equipment for the play-yard. It may be toys for use in the doll corner, blocks, paper, crayons, paint, records, musical instruments, globes, maps, projectors, or science equipment.

The manufacturer notifies headquarters of fice that he is ready to send the product for testing. Usually, unless there is a reason that one of the other test centers would be better suited for this particular article, it is sent to the test center which is closest.

When an article arrives at the Percy I. Bugbee School it is unpacked and put in the school office where the teachers may see it. Then someone volunteers to try it out with their group of children. With this system the materials are tried in situations meaningful to their purpose and to children's use of them. Occasionally more than one teacher will volunteer to use the material in which case it is moved from one room to another.

After the piece has been tried the evaluation sheet is filled out first as to age level for which it is suitable. Then:

1. *Material*: Is it suitable?
2. *Size*: Is the size correct?
3. *Form*: Is the form suitable for use?
4. *Color*: Is the color pleasing?
5. *Finish*: Easily cleaned? Durable?
6. *Safe*: Strong enough? Edges rounded?
7. *Durable*: Will it withstand weather? Hard usage?
8. *Adaptable*: More than one purpose? More than one child?
9. *Price*: Does use justify investment?

Other points checked are: whether the article "Stimulates in children" curiosity, interest, manipulation, initiative, resourcefulness, problem-solving, imagination, and creativity. "Develops"—muscles, coordination, freedom of movement, manual skills. "Develops techniques in" reading, writing, spelling, number. "Promotes growth toward" independence, exploration, group activity, social relationships, international relationships.

Many times an article is approved yet a suggestion such as "Can there be a different way to fasten the string by which it is pulled, the children can do nothing about trying to fasten it themselves when it comes off," is made. These comments made on the evaluation sheets are passed on to the manufacturer and often prove helpful.

The chief reason for non-acceptance is usually on grounds of safe use by children. One item, which delighted children and teachers alike with its potential for dramatic play, had a part come off exposing a rough jagged edge. This item was not approved but the manufacturer is now at work substituting a part of rubber which will be exposed when children investigate how it works.

How Are Evaluations Used?

The Equipment and Supplies Committee has as a purpose "to report on evaluations to Association members and manufacturers." This is done by publishing *Equipment and Supplies*, A List of Recommended Materials for Nursery, Kindergarten, Primary, and Intermediate Schools. The bulletin is revised every two years. (Latest edition came from the press October 27. Available from ACEI,

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1200 - 15th St., N. W., Washington, D. C. \$1.)

The Functional Display, which is one of the important attractions of each ACEI Study Conference, is made up of items which have been approved in test centers and then grouped in functional units. i.e. Art equipment and supplies are grouped together so that the visitor to the exhibit can look at them all, try them out, or watch children using them. Books are grouped in categories available for browsing.

A third use of test center results is for guidance on advertising in CHILDHOOD EDUCATION.

The Committee in Charge

Frances Berry, Baltimore, Maryland, has long been chairman of the group and is now acting as adviser while Jean Betzner, Bronxville, New York, acts as chairman.

Besides the test center in the Percy I. Bugbee School, Oneonta, New York, there are six others with the following people in charge: Evelyn F. Bird, Atlanta, Ga.; Frances E. Hicks, Oakland, Calif.; Marian D. James, Victoria, B. C., Canada; Margaret C. Kenney, Rochester, N. Y.; Viola M. Lynch, Chicago; Dorothy E. Pape, Toronto, Ont., Canada.

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Train as well as entertain

Praised by educators everywhere—these Holgate toy wonders help children develop mental alertness and physical skill. Scientifically designed for specific age needs . . . sturdily built by master woodworkers. Let Holgate toys train for you!

HOLGATE BROTHERS CO.,

KANE, PA.

Among the Magazines . . .

(Continued from page 201)

boys and girls were against political discussions. The official magazines of the scouts, *Boys' Life* and *American Girl*, were liked and most frequently taken for them. Many children wrote that they wanted a magazine for themselves.

Our major finding from this survey would have to be that there was no one magazine that some child did not think was "too dumb" and another child of the same age and grade present it as his favorite. The right magazine for a boy or a girl can be assured only when a large number of different kinds and sizes are readily available.

Adults—Don't Miss

The October *Atlantic Monthly* with its 64-page supplement on "India Today." Forthcoming supplements announced are on the Low Countries and Japan.

Do investigate the new, *The 2 to 5 World Newsletter*, 127 East 65th St., New York 22, N.Y. Addressed to parents, it is useful to teachers, too.

Let's call a truce on
"the war between generations"

James Lee Ellenwood **ONE GENERATION AFTER ANOTHER**

By the author of *There's No Place
Like Home*

It's been going on now for some time—the traditional battle between "Mother knows best" and "I don't want to eat my spinach!" This warm, humorous and authoritative book—by an outstanding expert on child-parent relations—shows how a working truce may be achieved with honor to both sides. Here is realistic advice on how to deal with problems of tantrums, food, clothing, home and school . . . and how through love and mutual tolerance children and their parents can achieve a greater understanding.

\$3.00 at all bookstores

SCRIBNERS

Over the Editor's Desk

Understanding Works in Any Language

Mary Harbage was director of a six-member team of educators who worked in Korea last year under the sponsorship of the Unitarian Service Committee. They are back now but the last letter from Mary carried this story:

"While working at Ikok the first day, I suddenly saw one of the most woebegone little figures I've ever seen—hungry, ragged, listless, sad—and yet when I asked if I might take his picture, he turned on the most beguiling of gamin smiles. After that he attached himself to me with a kind of courage that is rare—for many children are afraid of us at first. We talked (through the interpreter) and I discovered that his name was Choe Mun Chae, that he walked miles to school each day. When I asked if his mother and father were at the festival big tears started to roll down his face. My pencil and notebook helped to ease the crying after a time and I quickly changed the conversation. Later I looked at his school records. His mother and father are both dead and he is living with an uncle. There are thirteen in that very poor family. His grades are just so-so. One teacher had written that he didn't talk, didn't play, and was 'like a withered flower which is about to die.' Each day I was in Ikok I spent some time with Mun Chae and after I left I sent many packages.

"Each time I'm in Taegu I borrow a jeep and go out to see him. He really doesn't care whether I bring him a gift or not—he just wants to be cuddled a bit and talked to.

"Too many older boys had been helping him carry his boxes home and the principal told me that he was afraid Mun Chae wasn't getting his share of the things that did get home. On the last stop in Taegu I went one day and told Choe that on the next day I was coming and going to take him to his home. Such excitement—he became a hero—for if you are going to take a ride in a jeep you can talk and everyone will listen.

"It was a beautiful day when we started out across the hills between the rice paddies . . . Hwak Sil, Mun Chae, one of UNCACK's best drivers, the Ikok principal, and myself. Even in the Korean sense of the word, there really isn't a road all of the way. Every so often all but the driver had to get out to

walk. Way back in the hills we came to the village and its entire population was out to see the arrival. As a group they escorted me to the uncle's house, Mun Chae proudly leading the way. There was a brand new straw mat on the floor and there we settled down. The conversation was very formal, very polite, but I did get the idea across that I was quite interested in Mun Chae, that I thought he was a fine, intelligent boy and that I was happy that his uncle sent him to school. It was hardly a private conversation for the entire village stood outside the two doors watching and listening in wonder and awe.

"In the time I have known him his school records have improved, he talks and plays and is quite an active student. I'm sure, that in spite of the help I have been able to give him, he is still hungry for these are 'starvation months' in Korea. But just the same Mun Chae is a happy little boy. He so badly needed a friend."

Next Month The perennial question of "evaluation" is the topic for the January issue of *Childhood Education*.

Kimball Wiles says in the editorial, "As we try to decide whether children have 'learned at their best' it is important to know what they have been trying to learn."

"Most of us feel better when we begin to know, rather than having so often to hope or guess," says Stephen Corey who suggests some ways of "beginning to know."

"Parent-teacher conferences would be improved significantly with the inclusion of the child as a full partner in such scheduled conferences"—G. Wesley Sowards.

John I. Goodlad challenges thinking with consideration of the problem "To promote or not to promote . . . that is the question that will plague teachers this coming June."

"As we talk of evaluation, I always want to say, 'Let's find out what children think.'" Nancy Larrick illustrates her point vividly.

"To educate the child for citizenship, school, home, and community working together must determine how these agencies and activities influence the child"—Irwin A. Hammer and Ralph H. Thompson.

The second section will deal with health and safety as meaningful learning situations in Winnetka, Illinois.

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